

# Croxteth Community Primary School

Moss Way, Liverpool, Merseyside, L11 0BP

**Inspection dates** 27–28 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
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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.

- Pupils enter the school with skills that are well below those expected for their age and reach average standards by the end of Year 6 having made good progress from their starting points.
- Teaching has improved since the last inspection, and is now good with some that is outstanding.
- The headteacher, well supported by senior leaders and governors has ensured that the school has continued to improve since the last inspection with improvements in the quality of teaching, pupils' achievement and attendance.
- Partnerships with parents and other organisations are exemplary and contribute very effectively to supporting pupils and families, particularly those who may be vulnerable.
- Pupils' behaviour is good. They are respectful towards each other and say that they feel very safe in school.
- All staff are fully committed and motivated to improving outcomes for its pupils and staff morale is high.
- Governors are very committed to the school and the wider community and help to ensure that all aspects of the school continue to improve, including pupils' achievement.

### It is not yet an outstanding school because

- Pupils' work is marked regularly. However, pupils are not always given time to respond to teachers' written comments.
- Pupils do not have enough opportunities to use their mathematical skills to solve problems in real-life contexts.
- Opportunities for pupils, particularly in the Early Years Foundation Stage and Key Stage 1, to practise their writing skills, including spelling and handwriting, are not extensive enough.
- Middle leaders do not yet fully share the best practice evident in school with all staff and governors.

## Information about this inspection

- Inspectors observed 21 lessons or parts of lessons, one of which was a joint observation with the headteacher.
- The inspectors listened to pupils from three different year groups read, and talked with them and other groups of pupils about their lessons and school life.
- Meetings were held with the headteacher, senior and middle leaders, representatives of the governing body and a representative of the local authority.
- The inspectors observed the school's work and scrutinised documentation relating to pupils' progress and to school management, including the arrangements to ensure safeguarding.
- The inspectors spoke to a group of parents and took account of the school's consultation with parents and of the 27 staff questionnaires. There were no published responses to the Ofsted on-line questionnaire Parent View.

## Inspection team

Vanessa MacDonald, Lead inspector	Additional Inspector
Prydwen Elfed-Owens	Additional Inspector
John Shutt	Additional Inspector

# Full report

## Information about this school

- Croxteth Community Primary is larger than the average sized primary school.
- The majority of pupils are of White British heritage and a small proportion is from minority ethnic backgrounds. A very small proportion speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium, including those known to be eligible for free school meals, is well above the national 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 who are looked after by the local authority.
- The school meets the government's current floor standards which set the minimum expectations for pupils' attainment and progress.
- In January 2012, the new school building was opened.
- The school runs a breakfast club for its pupils, which was visited as part of the inspection.

## What does the school need to do to improve further?

- Improve the quality of teaching so that all of it is at least good and more is outstanding in order to further raise pupils' attainment, particularly at the higher levels, and accelerate their progress by:
  - consistently providing pupils with more opportunities to respond to marking and feedback to accelerate learning further
  - providing more opportunities for pupils to apply their mathematical skills in real-life contexts, in order to develop their understanding of the use of mathematics in everyday life
  - extending opportunities for pupils to develop their writing skills, including spelling, punctuation and handwriting, especially in the Early Years Foundation Stage and Key Stage 1.
- Strengthen leadership and management by providing middle leaders with more opportunities to model and share outstanding practice with all staff and governors.

## Inspection judgements

### The achievement of pupils

**is good**

- Pupils make good progress overall. Assessment data show that the majority of children enter the Nursery class with skills that are significantly below those expected for their age, particularly in communication and language and mathematical understanding. Pupils leave at the end of Key Stage 2 with standards that are in line with the national average.
- Children make a good start in the Early Years Foundation Stage. They settle quickly and make good progress across Nursery and Reception classes. However, they are still below national expectations in reading, writing and number when they start Year 1.
- The teaching of phonics (letters and the sounds they make) is good and sometimes outstanding. The 2013 Year 1 phonics screening test showed that pupils' skills are in line with the national average. They enjoy reading and read regularly in school and are encouraged to read widely, particularly through developing their research skills in Key Stage 2.
- Pupils continue to do well in Key Stage 1. As a result, the below average results are moving closer to average, particularly in reading and mathematics. The proportion of pupils achieving the higher levels has improved since the last inspection, particularly in reading though these remain below national. There is some variability between years owing to the difference in cohorts and especially when a number of pupils arrive new to the year group, which happened in 2012.
- Standards in writing are lower than those in reading and mathematics, especially at the higher levels. Although pupils make good progress from their low starting points, overall the teaching of early writing skills and opportunities to practise these skills, including their handwriting, spelling and punctuation, are not consistent.
- Between Years 3 and 6 pupils' progress accelerates. The standards they reach in reading, writing and mathematics are in line with the national average. These have improved in writing and mathematics since the last inspection. The proportions reaching the higher levels in writing have also improved and are in line with the national average, as are those in reading. However, a below average proportion of pupils reached the higher levels in mathematics. The most-able pupils make good progress overall.
- The proportion of pupils that make expected and better than expected rates of progress is at least in line with, and sometimes above, the national average in reading and writing. The proportion of pupils making expected progress in mathematics has improved over the last three years and unvalidated data for 2013 shows it is above the national average.
- In 2013, pupils who were known to be eligible for free school meals attained standards that were above similar pupils nationally in reading, writing and mathematics. These pupils were approximately half a term behind their peers and this is much better than similar pupils nationally who are more than two terms behind their classmates. This shows that the funding is being used to good effect and that the school effectively promotes equality of opportunity for all.
- Disabled pupils and those who have special educational needs make good progress from their individual starting points, particularly in reading. This is because they are effectively supported by teaching assistants and well-targeted interventions, which promote their good learning and progress.
- Some pupils benefit from additional support in the nurture base, which provides them with good opportunities to develop their social and emotional skills, alongside improving their literacy and numeracy skills. Those with English as an additional language make progress similar to their peers because of the good support they receive.

### The quality of teaching

**is good**

- The majority of teaching is good and some is outstanding. This has improved since the previous

inspection, leading to good and improving achievement. Pupils' work in their books, as well as information from the school's own assessments, confirm that teaching is typically good over time.

- In the best lessons, activities are well matched to pupils' needs, teachers' questioning is challenging and pupils are highly involved. One example was in a mixed Year 1 and 2 class where pupils, using their story stimulus 'Can't You Sleep Little Bear?' used their knowledge of sounds to successfully write their ideas about how to help him get to sleep. They recorded these in different ways, such as speech bubbles and instructions.
- When teaching is less effective, learning activities do not always meet the needs of all pupils and opportunities are missed for pupils to develop their literacy and numeracy skills further. This slows the pace of their learning.
- Lessons are planned to engage pupils in their learning and they are given opportunities to work together in pairs or groups. In an outstanding physical education lesson, pupils had to work closely as a team to solve the problem of how to move a hoop around the circle. Comments such as, 'This is great!' and 'This is boss!' show how engaged in their learning they were. Precise questioning by the teacher ensured that pupils quickly developed skills in communicating efficiently with one another.
- In a Year 6 lesson, pupils were actively engaged in an enterprise activity and had to work as a production team, solving problems, which included geography, science and mathematics. However, inspection evidence shows that opportunities for pupils to use their mathematical skills in real-life contexts are limited.
- Teachers mark pupils' work regularly and consistently suggest the next steps they need to take in order to improve their work. However, although pupils do sometimes have an opportunity to respond to marking and suggestions made, this is not yet consistent enough.
- Pupils have excellent relationships with adults which contribute well to their learning. Overall, teaching assistants are used well and make a positive contribution to pupils' learning, including for those who need extra help.

### **The behaviour and safety of pupils**

### **are good**

- Pupils are proud of their new school and it provides them with a calm and attractive environment in which to learn. All the pupils feel valued and they show respect and courtesy towards one another and other adults.
- They have positive attitudes to learning and have a clear understanding of 'YOYOB' (You Own Your Own Behaviour) which has had a positive effect on behaviour across the school. The behaviour of pupils in and around school is consistently good, including in the breakfast club.
- Pupils, parents and staff say that behaviour in school is good. Parents spoken to commented on the improvements in behaviour and that 'there isn't any bullying now'.
- Pupils have a very good understanding of how to keep themselves safe in their community, which is supported by the close links with the local services, such as the fire services and police. The local community policeman is a frequent visitor, greeted warmly by the pupils. He regularly runs assemblies, most recently during the safety week.
- Pupils understand different forms of bullying, including cyber bullying and the importance of internet safety. They say that there is very little bullying and if it does occur it is dealt with quickly.
- The school works very well with a range of other organisations to support pupils who may be vulnerable. Pupils in need of additional help are identified early and specific school staff work closely with these pupils and families to provide support when they are experiencing challenges both in and out of school.
- Attendance is improving, although remains below average, despite the concerted efforts of the school and learning mentor who work very closely with families to support improvements in attendance. This is reflected in the improving trend and also in the reduction in the number of

pupils who are persistent non-attenders.

## **The leadership and management are good**

- The headteacher is determined to provide the best education for pupils and is supported well by her senior leaders. She is passionate about the well-being of pupils, families and staff. This is fully shared by the staff and governors, who are committed to this vision, are highly motivated and have worked well to ensure that the school has continued to improve since the last inspection.
- The school's view on how well it is doing is accurate and it has a well-informed view of its strengths and areas for development. Leaders are very clear about how to make the school more successful and raise achievement further. Since the last inspection, the quality of teaching has improved resulting in improvements in pupils' achievement and the level of attendance has risen.
- The checks made on the quality of teaching and learning are good. They are regular and rigorous and all staff are involved in key stage teams, checking, for example, on the work in pupils' books and identifying areas for improvement.
- Middle leaders have a good understanding of their areas of responsibility and have identified accurately the areas for development. However, they have not yet had enough opportunities to ensure that they are able to model and share examples of outstanding practice with all staff and governors to further improve teaching and outcomes for pupils.
- Teachers' performance targets are linked to the improvement in the performance of pupils and the standards expected of teachers. Opportunities for further training are provided to develop their skills. Pupils' progress is regularly checked to ensure pupils who are at risk of falling behind are quickly identified.
- The curriculum is good and provides the pupils with a wide range of additional opportunities with visits and visitors, including the residential visits in Key Stage 2. The specialist music, French and sport staff provide pupils with good opportunities to develop their skills in these areas, which support their spiritual, moral, social and cultural development effectively.
- The employment of a sports specialist using the primary school sports funding is having a positive effect on pupils' engagement and skills development in school and through the after-school clubs offered.
- Parents are very positive about the work the school does to support pupils with, for example, the extra sessions provided in literacy and numeracy at the start of the day. There are also opportunities for parents to develop their own skills in an environment where they say they feel 'welcome and respected'.
- Partnerships with other agencies and organisations are exemplary. They provide the pupils and parents with effective transition between schools and links with organisations as well as services beyond the school day. The child development service on the school site provides, in partnership with the school, after-school and holiday care for pupils.
- The local authority provides light-touch support for this good school through providing training for teachers and teaching assistants.
- **The governance of the school:**
  - The governing body supports the school well and is strongly committed to improving outcomes for pupils and raising their achievement. Governors are well informed and have an accurate picture of the school's performance, including the use school data, and of the quality of teaching and are, therefore, able to hold the school to account for its performance. Governors understand the link between pay progression and performance and ensure they are able to make well-informed decisions about this. They check the performance of pupils who are eligible for pupil premium funding to ensure that it is spent effectively. They ensure they are kept up to date through attending training, including that which ensures they meet statutory requirements for safeguarding. Governors are regular visitors to the school and are invited to attend the staff training days. They use their skills to support different aspects of the school and community, contributing effectively to developing pupils' awareness of safety

and social, moral and spiritual aspects. The Chair of the Governing Body meets regularly with the headteacher and is actively involved in the life of the school, regularly leading assemblies.

## 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

<b>Unique reference number</b>	104612
<b>Local authority</b>	Liverpool
<b>Inspection number</b>	426067

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	275
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Rev I Brooks
<b>Headteacher</b>	Ms K McBride
<b>Date of previous school inspection</b>	22 February 2012
<b>Telephone number</b>	0151 546 3140
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