

Crossley Hall Primary School

Thornton Road, Bradford, West Yorkshire, BD8 0HJ

Inspection dates

19–20 March 2014

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		Good	2

Summary of key findings for parents and pupils

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

- From very low starting points on entry to the Nursery, pupils do not make enough progress overall and so the standards they reach at the end of Year 6 remain mostly low. The legacy of weaker teaching in the past has yet to be fully overcome. As a result, pupils' achievement is variable across different areas of the school.
- The quality of teaching over time has not always been good enough. It has not always fully challenged all pupils and a significant minority currently still requires improvement.
- Teachers do not always check pupils' understanding and progress regularly enough in lessons and this slows pupils' progress.
- Some pupils' writing and mathematical skills especially in Years 3, 4 and 5, as well as some pupils' speaking and listening skills are not sufficiently developed to enable them to take full advantage of opportunities to learn.

The school has the following strengths

- Senior leaders and staff, including governors, are highly committed to improving both achievement and the quality of teaching and they are very clear about how to do this. As a result, past gaps in the progress of different groups of pupils are being rapidly closed.
- Much current teaching is good with a small amount that is outstanding.
- The provision and leadership within the Early Years Foundation Stage are good and result in good and sometimes outstanding progress being made by children here.
- Pupils make good progress with their reading and reach average standards in reading by the time they leave the school in Year 6.
- Behaviour is good. Pupils behave well in lessons and around school. Pupils' attendance has improved significantly over the last year as a result of robust challenges to parents made by the school.
- Pupils say they feel secure and know how to keep themselves safe.
- Significant aspects of the school's performance have improved through a period of major change. This demonstrates the school's good capacity to sustain improvement.

Information about this inspection

- Inspectors observed teaching and learning in 24 lessons and a range of shorter support classes. Two observations were conducted with senior staff.
- A scrutiny of pupils' work was undertaken.
- Inspectors spoke to groups of pupils and to parents who came into school and some as they picked up their children from school in the afternoon. There were insufficient responses from parents to the online questionnaire (Parent View) to be statistically significant, but inspectors scrutinised the school's own surveys of parents' views and used these in planning the inspection. They also scrutinised 40 questionnaires from staff.
- Meetings were held with representatives of the governing body, staff and a telephone conversation was held with a representative from the local authority.
- Inspectors looked at a wide range of school documentation, including the school's records of pupils' performance, evaluations of the quality of teaching over time and its short- and long-term plans for improvement. Safeguarding procedures were also scrutinised.
- Inspectors listened to two groups of pupils read and checked the school's information about progress in reading.

Inspection team

Nigel Cromeey-Hawke, Lead inspector	Additional Inspector
Derek Barnes	Additional Inspector
Jan Lomas	Additional Inspector

Full report

Information about this school

- This is a much larger than average-sized primary school.
- The vast majority of pupils are of Pakistani heritage, with smaller groups of Indian, mixed Asian, Eastern European and White British heritage.
- Approximately three quarters of all pupils speak English as an additional language. This is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium is 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 who are looked after by the local authority.
- The proportion of pupils supported through school action is well below average. The proportion supported at school action plus or with a statement of special educational need is below average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- There is an on-site children's centre which is subject to a separate inspection.
- The school operates a breakfast club.
- There has been considerable staffing change over the last three years, including that of senior leaders and the school has increased in size significantly over this period.

What does the school need to do to improve further?

- Further improve the quality of teaching to at least good across the school by:
 - ensuring that tasks are sufficiently challenging for all pupils in order to help pupils to make good progress in their learning
 - developing pupils' speaking and listening skills so that they can take full advantage of each other and adults in lessons and therefore learn more and faster
 - checking pupils' understanding and progress regularly in lessons, for example through questioning, so that tasks can be quickly adapted to meet the learning needs of pupils
 - ensuring that high quality marking and advice is evident in all classes and that pupils know how to improve their work.
- Raise standards and improve how well pupils do by:
 - developing pupils' problem solving skills and the relevance of different types of calculation within mathematics
 - ensuring pupils write well for different purposes and different audiences.

Inspection judgements

The achievement of pupils

requires improvement

- Over the last three years, pupils' standards in English and mathematics have varied considerably across classes within Key Stages 1 and 2, reflecting weaker teaching but also affected by considerable staffing changes.
- Children enter the Early Years Foundation Stage with basic skills that are very low compared to those typically expected for their age. This is the case across all areas of learning but especially so in literacy and numeracy. Children make good and sometimes outstanding progress through Nursery and Reception. There is a strong focus upon developing basic skills and establishing clear routines for learning and behaviour which prepares children well for the next stage in their education.
- Pupils' standards by the end of Year 2 have been low for the last two years. Standards by the time pupils leave in Year 6 have been low over time but are now rapidly improving as staffing has become more stable. This has allowed the robust improvements introduced by the headteacher to have a greater impact. Inspection evidence and the school's information on pupils' progress show that the vast majority of pupils are on track to meet the challenging targets the school has set and that standards are getting much closer to national expectations. Last year, most able pupils made similar progress to other pupils. They reached broadly average standards in national tests in mathematics, reading and writing. Currently across the school, the most able pupils again are on track to reach national expectations in these subjects and some will exceed this.
- The teaching of reading has become a strength of the school. The Year 1 national screening check of pupils' use of phonics (letters and sounds) to help in their reading show that the vast majority reached expected levels last year and pupils currently in Years 2 and 6 are working at national expectations for their age. Given their starting points, this is good and sometimes outstanding progress in this aspect of their learning, especially for those whose first language is not English.
- Many pupils are now making accelerated progress and catching up on lost ground. The drive to improve the quality of learning has not yet been effective across all year groups, however, and achievement in Years 3, 4 and 5 still requires improvement. Past weaker performance by some groups of pupils has been targeted with noticeable success and, although gaps remain in some year groups in writing and mathematics, the differences are being rapidly closed.
- The progress of pupils known to be eligible for the pupil premium is similarly variable. Last year those pupils known to be eligible for free school meals in Year 6 attained above the level of others pupils in the school and made broadly expected rates of progress. Currently within year groups there are differences, however, reflecting the legacy of past weaker teaching.
- The progress of disabled pupils and those with special educational needs again follows the same pattern. Pockets of no better than expected progress in the past have been identified for some of these pupils, often those with the most acute needs. The school has responded strongly to this with a review of what it provides. The success of this was seen during the inspection in some high quality teaching and learning. Pupils who speak English as an additional language make similar progress to other pupils.
- Over time achievement has been uneven. Standards have not risen fast enough in both Key Stages 1 and 2 since the previous inspection and still require improvement. Raised expectations are, however, bringing about rapid changes for the better.
- Senior leaders are committed to ensuring equality of opportunity for all pupils but recognise that far more needs to be done to ensure all pupils achieve well.

The quality of teaching

requires improvement

- The quality of teaching in the past has not been good enough but much current teaching is

good, with a small amount that is outstanding. This reflects the success of the drive by senior staff and members of the governing body to improve the performance of the school.

- Very considerable changes in teaching staff have been made since the previous inspection. Procedures for assessing and tracking pupil progress, more challenging individual pupil learning targets and better quality marking and feedback to pupils on their work have all begun to eliminate the effects of past weaker teaching. Staff are highly committed to the different ways of working and the new direction of the school, although teaching practice still varies in its effectiveness.
- Information on pupils' prior learning is used to good effect to target pupils' needs. Highly skilled teaching assistants were witnessed during the inspection making a significant difference to the learning of many pupils, especially those with language difficulties or with special educational needs.
- The teaching of reading is good, with well structured daily sessions on letters and sounds and guided reading sessions that give pupils the tools to move their learning forward. In a Reception class, for example, outstanding learning was evident in reading as a result of the constant support and challenge provided to children.
- Opportunities for different types of writing are being developed across all subject areas, but this is not always skilfully delivered in some lessons. Pupils are not always provided with the opportunities to write well for different purposes and different audiences. Similarly, while a major focus upon improving the teaching of mathematics has had considerable success, some areas of pupils' understanding of problem solving, and the relevance of some forms of calculation to everyday life, remain underdeveloped. As a result, pupils' attainment and achievement in these areas is weak in some classes.
- Some teaching enables pupils to learn well. This is where the objectives of a lesson are clearly understood and where pupils' progress is closely checked and activities quickly adapted to suit their needs.
- Tasks are not always sufficiently challenging in order to help pupils move on in their learning. In some classes, pupils' speaking and listening skills are not developed well. This means that they miss opportunities to learn from each other and adults.
- Pupils are not always questioned well and their progress is not checked often enough in lessons. As a result, tasks are not adapted appropriately and this their progress slows.
- High quality marking and advice is evident in some classes but not in all and so not all pupils know how to improve their work.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. It is often exemplary in lessons and in gatherings such as assemblies.
- The breakfast club is well attended and ensures these pupils get a healthy start to their day in school.
- The school promotes pupils' spiritual, moral, social and cultural development well, and pupils respect one another and get on well together. Strong links with the nearby children's centre mean that children's needs when they enter the school are well-known and are incorporated into the school's thinking about the children in their care. This demonstrates the school's commitment to equality of opportunity and, as a result, the school is a warm, inclusive and harmonious community in which learning is valued.
- Pupils are encouraged to take on many forms of responsibility within the school, with older pupils acting as reading buddies for younger children, as monitors of various kinds and as 'Digital Leaders', training other pupils, and even adults in other organisations, in the use of modern technologies for learning.
- The school's work to keep pupils safe and secure is good. There were insufficient responses to the online questionnaire for parents (Parent View) but those that returned school surveys and those that met with inspectors, clearly expressed their feelings that their children felt safe at

school. This was supported by pupils' discussions with inspectors.

- Bullying is rare and when it occurs pupils say it is mostly minor name-calling without malice. School records support this. They understand the different forms of bullying and know who to go to if they have a problem. Pupils have a particularly good understanding of e-safety across the school.
- Attendance over time is below average. The school has pursued this with great energy, including legal action and home visits and over the last year attendance has risen to broadly in-line with national expectations. Senior leaders recognise that even more needs to be done to improve attendance.

The leadership and management

are good

- The headteacher is driving improvement through the school with energy, determination and skill. He has the support of the staff and of the governing body. He has considerably reshaped and added extra staffing, including at a senior level, and managed major building programmes as the school has grown in size. Expectations of pupils' and staff performance have been raised and new ways of working are helping to raise standards and achievement. Teaching is improving strongly, although some still requires improvement. Pupils' attendance has also been significantly improved. With these changes, staff morale has risen and is now high. This was confirmed through the vast majority of staff surveys returned to inspectors.
- A major strength of the leadership and management at all levels is the quality of its monitoring procedures. Both senior and middle leaders check on the quality of teaching frequently, often in conjunction with external advisers from its partnership with other schools. This means that the school has a very good understanding of its performance at any time. There are well-focused development plans in place at both senior and middle leader levels to move the school further forward, supported by high quality professional development. Support from the local authority has been increased in order to help the school move forward.
- An extensive programme of family learning is in place to help parents support their children's learning.
- The school makes good use of its pupil premium funding, providing extensive training for teaching assistants in particular to enable them to support the pupils who are entitled to it. The primary school sport funding is also being used to good effect to provide specialist teaching and resource the very considerable number of extra activities provided for pupils to improve their participation in sport and help them lead a healthy lifestyle.
- The curriculum is rich and varied, especially in its use of modern technologies to support learning. It has an increasing focus upon basic skills but the school recognises that it still has much work to do in raising pupils' writing and mathematics standards across the school. It has this well in hand, however, with extensive programmes of additional support in writing and mathematics that are already showing significant impact in closing these gaps in pupils' learning. The delivery of the curriculum is well monitored. Thus the school is very able to provide convincing evidence of its impact upon pupils' spiritual, moral, social and cultural development, for example in its 'Adventurous Learning; 99 things you'll do before leaving Crossley Hall' programme.
- **The governance of the school:**
 - The governing body has played an important part in school improvement. They have been trained in data analysis and school improvement through the school's partnership working and, as a result, have a good understanding of the school's performance in relation to national comparisons. The governing body has held the school to account, notably over the recent need to improve standards in writing and mathematics.
 - Governors ensure that safeguarding requirements are met.
 - Governors have supported the school well during a period of major transition and change. They have supported the performance management used by the headteacher to bring about improvements in teaching and ensured that staffing is meaningfully linked to any increases in

salary.

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	107203
Local authority	Bradford
Inspection number	440758

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	595
Appropriate authority	The governing body
Chair	Dierdre Bailey
Headteacher	Michael Thorp
Date of previous school inspection	19 January 2011
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