

Cottingham Croxby Primary School

Bricknell Avenue, Hull, HU5 4TN

Inspection dates

18–19 November 2014

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

Summary of key findings for parents and pupils

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

- Not enough pupils make more than the progress expected of them.
- Standards are not high enough throughout the school, especially in mathematics and also in reading and writing, from pupils' starting points.
- Teaching needs to improve, including in the early years, because it is too variable and over time and leads to expected, rather than good progress.
- Although pupils want to learn, they are not always clear about what they are meant to learn, and this slows their progress.
- Teaching does not consistently provide good challenge, especially to the most able pupils, to ensure that they reach the higher levels.
- Pupils do not have enough chances to develop their literacy and numeracy skills well, either by using them in solving problems, or through practising them in other subjects.
- Some pupils have weak spelling skills and the teaching of spelling is inconsistent.
- The range of activities and resources in the Reception classes do not enable the children to learn and develop well towards their early learning goals, particularly outdoors.
- Key stage and subject leaders do not yet have the skills to assess pupils' learning or the quality of teaching, in order to distribute leadership more equitably and to improve teaching and achievement as quickly as possible.
- The governing body does not yet have a full picture of the quality of teaching and achievement in order to be able to help the school to improve as quickly as possible. This includes their knowledge of the effectiveness of the use of pupil premium funding.

The school has the following strengths

- The school is now improving due to the strong leadership of the respected headteacher. She is supported well by the senior leaders.
- Pupils behave well throughout the school.
- They feel safe and know how to keep safe in a range of situations.
- Pupils' spiritual, moral, social and cultural development is promoted well because they understand we are all equal and equally valued.
- Attendance is above average.

Information about this inspection

- The inspectors observed 22 lessons, of which three were observed with the headteacher.
- The inspectors spoke with pupils during learning and playing, observed an assembly and listened to several pupils reading. They watched several pupils being supported in small groups.
- One inspector held a meeting with a group of pupils to find out what they think about the school. She also spoke with individual parents at the start of the school day.
- The inspectors held meetings with the headteacher, the other senior leaders, key stage and subject leaders, five members of the governing body and a representative of the local authority.
- The inspectors looked at a range of documentation, including: information about the achievement of the pupils; the school's improvement planning; governing body minutes; samples of pupils' work; and the policies to keep pupils safe.
- The inspectors considered the 48 parental responses to the on-line Ofsted questionnaire (Parent View) in conducting the inspection.
- They checked the 42 responses to the staff questionnaire.

Inspection team

Lynne Blakelock, Lead inspector	Additional Inspector
Jennifer Firth	Additional Inspector
Julia Foulger	Additional Inspector

Full report

Information about this school

- The school is larger than most other primary schools.
- Most pupils are of White British heritage and speak English as their first language.
- Pupils are mostly taught in mixed-age, mixed-ability classes. Year 5 and Year 6 pupils are taught literacy and numeracy in separate year groups. The children in Reception attend school full time.
- The proportion of disabled pupils and those who have special educational needs in the school is broadly in line with the national average at 8%.
- The pupil premium provides support for 21% of the pupils in the school. This is below the national average. (The pupil-premium funding is additional funding to support disadvantaged pupils, including those who are eligible for free school meals and those children that are looked after by the local authority.)
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics.
- The school works with the Cottingham cluster of schools which comprises one secondary school and six other primary schools. It is part of the Teaching School's Alliance.
- The headteacher took up her post in September 2014 following her promotion from deputy headteacher of the school. Several leaders are new or relatively new to their posts.

What does the school need to do to improve further?

- Improve the quality of teaching, including in the early years, so it is always at least good throughout the school, in order to raise standards and accelerate pupils' progress in reading, writing and mathematics, by ensuring that:
 - work in lessons is pitched at the right level of difficulty to challenge all pupils, including the most able, to achieve their potential
 - opportunities are provided frequently for pupils to use their knowledge and skills to solve problems and to practise, develop and apply their literacy and numeracy skills in subjects across the curriculum
 - pupils are always clear about what they are expected to learn
 - children have opportunities to learn and develop well towards all the early learning goals, through the careful planning of activities and resources in the early years and particularly in the outdoor area and through staff gaining the necessary skills to help the children to learn well.
 - spelling is taught well across the school and the impact of this is monitored through rigorous checks on pupils' writing skills.
- Strengthen the impact of leadership and management at key stage and subject leader level, and of governance by making sure that:
 - key stage and subject leaders develop the skills and have accountability for assessing pupils' progress and the quality of teaching in their areas, and for acting on their findings
 - the governing body has a full picture of the school's work and impact so that it can support it fully in raising achievement and the quality of teaching.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

The leadership and management

requires improvement

- Standards are not high enough, particularly in mathematics and progress is not fast enough across the school. Key stage and subject leaders, some of whom are developing their roles, are not fully effective in improving teaching and quickening progress.
- The headteacher knows through careful and comprehensive checking of all aspects of the school's work how it needs to improve.
- She holds leaders to account through very regular meetings to discuss how well pupils are learning and to make sure support is provided if pupils are learning too slowly.
- The headteacher has the full support of all of the staff, who have responded to her high expectations and the changes she has implemented. There is a real sense of purpose about the school and work in books and information about pupils' learning shows that pupils are making at least the progress expected of them. Where teaching is now consistently good, progress is quickening. Marking is now a strength and helping to drive progress.
- The school is realistic about the journey that it is on. It is working with the local cluster of schools, for example, to check that its judgements about the levels at which pupils work are fully accurate and to consider together the best way to assess pupils' learning. The Teaching Alliance is supporting key stage and subject leaders in developing their roles.
- The school works well with the local authority, which recognises the improvements being made at the school and is in praise of the thoroughness that leaders are applying in bringing about improvement to the school. The local authority continues to support the school as it builds-up its practices.
- The leadership of teaching and learning is increasingly effective. Following formal observations, teachers are given points for improvement which are then checked in subsequent observations. Consequently, the quality of teaching is improving.
- Teachers' performance targets are also starting to speed up improvements in the quality of teaching. However, some targets are not specific enough to ensure that they result in strong improvements in teaching and learning.
- Key stage and subject leaders are very committed to their roles and feel well supported through training and courses on offer to them. Under the guidance of the deputy headteacher, they have produced action plans to make their areas more effective. However, their role in checking the quality of teaching and tracking pupils' learning is not yet fully developed and so they are not contributing fully to the school's improvement.
- The special needs coordinator leads her area well. She has identified accurately those pupils who need support, resulting in a fall in the number supported and ensuring more specific help for those remaining on the register. Along with disadvantaged pupils, they make the progress expected of them and there are early signs of improvements in the rate of learning for both of these groups of pupils.
- The new curriculum has been planned carefully and pupils are developing broader skills and understanding, through topics which enable a wide variety of learning, such as the Stone Age. Such topics promote pupils' spiritual, moral, social and cultural understanding well, including their preparation for life in modern Britain. The school is committed to including all pupils in all that it has to offer and does not tolerate discrimination of any sort. However, with the unevenness in the quality of teaching, pupils' quality of learning is also variable and so pupils do not have an equal chance of reaching their academic potential.
- Pupils enjoy the lunch and after-school clubs, including gardening, street dance and art, in which they learn new skills. They also speak enthusiastically about sports funding which has led to more of them participating in sporting activities after school. They have more sports equipment, whole-school athletics days and chances to compete against other schools.
- Safeguarding arrangements, including in the early years, fulfil the statutory requirements and show the school constantly checks its procedures to help keep the pupils safe.
- **The governance of the school:**
 - The governors are keen to help the school to move forwards. In order to do so, they have attended a range of training courses, including in being able to accurately interpret pupil performance data, and in safeguarding procedures. The minutes of governing body meetings show that they are now asking more questions about the school's performance.
 - Governors are also seeking advice about the right questions to ask, including about the quality of teaching, so that they can probe and challenge the school and tackle any underperformance, as well as support it more effectively. They are developing their understanding of teachers' targets, their purpose and how teachers are rewarded through progression along the pay scale for achieving their goals.

- Governors have links with leaders and are getting to know about the progress of different groups of pupils and the work of individual leaders but this is an area that requires improvement. For example, the governing body does not yet have a secure understanding of how the pupil premium money is spent and what effect it has on the achievement of the groups of pupils for whom it provides support. The governors manage finances soundly through careful checks on spending and so the school's budget does not fall into deficit.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of the pupils is good.
- They behave well in lessons. They are keen to learn, they concentrate and try hard.
- On a very few occasions, when tasks do not interest them, a few pupils get restless and their attention wanders. However, teachers' expectations of behaviour are high and they manage pupils' behaviour well.
- Around the school, pupils are unfailingly courteous, friendly and respectful. There is a calmness and orderliness because pupils respect their learning environment and each other.
- They mix well with each other in the dining hall and on the playground. The older pupils enjoy helping the younger pupils through being, for example, play leaders and checking that they have no problems.
- There was a real sense of togetherness as the pupils and staff sang together. It was an example of the happy learning atmosphere evident throughout the school.
- Pupils take very seriously the responsibilities and decision-making opportunities that they are offered, such as helping in the office and representing their class on the school council. Throughout the school, such roles help developed pupils' understanding of democracy and contributing to the good of society.

Safety

- The school's work to keep the pupils safe and secure is good.
- Pupils feel secure because they trust the staff to look after them.
- Their attendance continues to be above average. The school checks it rigorously and as a result, persistent absenteeism has fallen.
- There is very little bullying. When it happens, the staff make clear that it is totally unacceptable. Right from the start of Reception, the children understand that they must treat others as they want to be treated themselves.
- The pupils have a wide-ranging knowledge of the dangers that they may face, in school and outside the school premises. The younger children speak of the importance of crossing the road safely. As they get older, pupils develop a secure understanding of the dangers posed by using the internet, for example, and the safeguards they must take.
- The school values each and every pupil equally. Through this good example set by staff and through the curriculum, pupils know that prejudice, including that based on colour and belief and homophobia is wrong. As a result, pupils value everyone equally.

The quality of teaching

requires improvement

- Not enough pupils make good progress throughout the school, including children in Reception, because the quality of teaching is too variable between subjects and classes, including in English and mathematics.
- Work can be too hard or too easy for pupils. For pupils capable of reaching higher levels, there is too often not enough challenge for them and they do not have enough chances to use the skills that they have learned, to develop their thinking and to use all of their skills as well as possible. When it is too hard, pupils are over faced and make slower rates of progress.
- Although there is a focus on practising grammatical skills in literacy lessons, pupils do not get sufficient opportunities to practise these in other lessons and in topics. Similarly, they do not get enough chances to use their numeracy skills in other subjects or situations.
- Sometimes, pupils do not fully understand the purpose of what they are learning and so their progress slows.
- Questioning is mostly helpful in getting pupils to think more deeply and is deliberately aimed at specific pupils.
- Sometimes pupils make rapid progress. For example, in a Year 3/4 literacy lesson, the pupils thoroughly

enjoyed applying previously learned skills in practising how to create a specific type of rhyme. Both the boys and girls' interest were heightened by an interesting link to the anti-bullying topic. Teaching ensured that pupils thought carefully about their responses and used powerful language well.

- There are high expectations of presentation and so with very few exceptions, work is neatly presented.
- Marking is very helpful in its colour coding and information about how well pupils have learned and the next steps they should take. Pupils' response to marking is checked and so they learn from their mistakes.
- Pupils get ample chances to read and to practise their reading and comprehension skills. Pupils' understanding of different styles of writing is now developing well.
- In the past, there have been gaps in pupils' skills in mathematics. In order to address this and to avoid repetition with younger pupils as they move up through the school, there is now a daily focus across the whole school on strengthening pupils' skills in using numbers.

The achievement of pupils

requires improvement

- Pupils' achievement needs to improve throughout the school because standards are not high enough, particularly at Key Stage 2. Achievement in mathematics is lower than in other subjects. Not enough pupils reach higher levels in reading, writing and mathematics or make good progress. All of this is due to variable teaching over time, across the school, especially in mathematics.
- By the end of Year 6, pupils make the progress expected of them overall, with an improvement in 2014 in the proportion doing better than this in reading and writing. A further improvement in this proportion is predicted in the school's targets for 2015 and the quality of teaching and work in Year 6 support this. Progress has been slower in mathematics, in which teaching has been weak over time, especially in pupils' number skills.
- Although pupils are achieving as expected now in mathematics and progress is quickening, there are gaps in learning, particularly in Key Stage 2, which the school is now addressing.
Pupils now make at least the progress expected of them in all year groups. Some do better than this.
- The standards reached by disadvantaged pupils were between two and three terms behind other pupils in the school in reading, writing and mathematics in 2014. They were below those nationally by three terms in reading, four terms in writing and six terms in mathematics. However, their rates of progress are similar to other groups of pupils in the school because the support they receive is very specific to their needs in literacy and numeracy. Their progress was in line with other pupils nationally in reading in 2014 and just below in writing and mathematics. Funding also provides a range of support for those pupils' individual needs, including for school trips.
- For most groups of pupils, actions to improve the standards that they achieve are well planned and are starting to have a positive impact across all year groups on the pace of pupils' progress. This is so for disabled pupils and those with special educational needs, who now make the progress expected of them. Current evidence suggests this picture is set to improve yet further.
- The most able pupils do not always learn as quickly as they could because they do not have the chances to apply the skills they know in a range of situations, such as solving real life problems. However, the school is starting to address this.
- Standards in phonics (the sounds that letters and groups of letters make) have risen from average to above average, for most groups of pupils. The pupils both break down words and pronounce them accurately because teaching is skilful and they practice them very regularly.
- Standards have risen at the end of Key Stage 1 in 2014. Although continuing to be well below average, they have risen sharply in 2014 in reading and writing and improved in mathematics. As at the end of Key Stage 2, not enough pupils reach the higher levels.

The early years provision

requires improvement

- Children join the Reception classes with levels of knowledge and skills that are often below typical for their age with weaknesses in reading, writing and mathematics.
- They settle quickly, helped by good links with parents, and growing opportunities for them to support their children's learning. Well-established routines and high expectations, together with caring and watchful staff, result in children behaving well and feeling safe and secure both inside and out.
- All children make the progress expected of them, with some children making good progress. By the end of Reception, the proportion of children achieving good levels of development has risen from last year

although it remains below average.

- This is because while some teaching is good, it is variable overall so the pace of the children's learning varies between activities. The outdoor area is not used well enough to help children to learn and staff are not sufficiently skilled in encouraging children to explore and investigate and in questioning them about their experiences.
- The new leader has a clear picture of what needs to be done to improve what is provided. Staff training is imminent.
- Children's learning is checked carefully and assessments are accurate.
- Phonics is taught well in the early years and so children develop their understanding of letters and the sounds they make quickly.
- Most groups of children achieve similarly, including those with special educational needs. However, the most able children do not always learn as widely or as quickly as possible because activities and resources do not encourage them enough to really do this.

Phonics is taught well in the early years and so children develop their understanding of letters and the sounds they make quickly.

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	117874
Local authority	East Riding of Yorkshire
Inspection number	449167

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	338
Appropriate authority	The governing body
Chair	Duncan Shaw
Headteacher	Helen Atkinson
Date of previous school inspection	1 December 2010
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