

Crab Lane Community Primary School

Crab Lane, Higher Blackley, Manchester, Lancashire, M8 8NB

Inspection dates 24–25 June 2015

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress from starting points that are below those typical for their age. Good teaching and provision in the early years ensure that children achieve well and get off to a good start.
- Pupils make good progress in Key Stage 1 and the majority reach the expected level of attainment in reading, writing and mathematics. Pupils attain particularly well in mathematics.
- Progress is good in Key Stage 2 and pupils reach standards that are broadly average. Pupils' attainment in all subjects has improved recently, as a result of actions taken by school leaders to improve the quality of teaching across the school.
- Teaching is good in all year groups and outstanding in some. Staff provide very well-planned and enjoyable opportunities for pupils to learn and in all classes they experience a wide range of learning opportunities.
- Staff and pupils work exceptionally well together to maintain a calm, purposeful and productive atmosphere in all classes.
- Pupils behave exceptionally well in and around school. They are polite, enthusiastic and value the opportunities that they get to learn and play at school. They speak about their school with pride.
- Pupils enjoy coming to school and feel very safe.
- School leaders have very high expectations of what all pupils can achieve and are highly ambitious for their success. Leaders' drive and focus on improving the quality of teaching has ensured that all groups of pupils are making accelerated progress and are achieving well.
- Governors are very knowledgeable about the school's performance and have a detailed understanding of its strengths and areas for improvement. They work successfully with school leaders to further improve the quality of teaching and raise standards further.

It is not yet an outstanding school because

- Too few pupils attain the higher levels in writing at Key Stage 1 and Key Stage 2.
- In some classes, pupils do not yet have regular opportunities to further develop their skills by writing at length for different purposes.

Information about this inspection

- Inspectors observed a range of lessons or part-lessons in all classes.
- Inspectors held meetings with groups of pupils, members of staff, members of the governing body and a representative of the local authority. They also spoke to a range of parents.
- Inspectors took account of 13 responses to the on-line questionnaire (Parent View).
- Inspectors considered 25 responses to the inspection questionnaire for staff.
- Inspectors observed the school's work and looked at a wide range of documentation, including: assessment data, the school's evaluation of its work, minutes of governing body meetings, safeguarding documentation, reports from school improvement partners, information about the management of teachers' performance, monitoring records and the school's improvement plan.
- Inspectors listened to pupils read and also reviewed samples of their work.
- Inspectors observed pupils' behaviour at playtime, lunchtime, around the school and in lessons.

Inspection team

Clare Daniel, Lead inspector	Additional Inspector
Jane Brierley	Additional Inspector
Steve Rigby	Additional Inspector

Full report

Information about this school

- This is a larger than the average-sized primary school.
- The proportion of disadvantaged pupils, those supported through the pupil premium, is well above the national average. The pupil premium is additional funding the school receives for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- A much larger than average proportion of pupils leaves and joins the school during the course of each year.
- The proportion of pupils from minority ethnic groups is above average and increasing.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- Nursery and Reception provision is full time.
- The school operates a breakfast club during term time which is managed by the governing body.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching, so that more pupils make better than expected progress and attain the higher levels in writing, by:
 - ensuring that pupils are always challenged by the writing tasks set in lessons
 - providing pupils with more opportunities to develop their writing skills across a range of subjects.

Inspection judgements

The leadership and management are outstanding

- School leaders have very high expectations of all pupils and staff. Every member of the school community works highly effectively to ensure that pupils make at least good progress and behave exceptionally well. As a result, all pupils have equal opportunities to succeed in their learning.
- School leaders demonstrate an unwavering dedication to raising achievement for all pupils. Senior and middle leaders check on pupils' performance and the quality of teaching very regularly and have a well-informed and highly accurate view of the standards currently achieved by pupils.
- Evaluation of the school's overall effectiveness is accurate and very well informed, ensuring that school leaders have a clear understanding of its strengths and quickly identify areas for improvement. The work of senior and middle leaders has had a significant impact on swiftly tackling the few pockets of underachievement. As a result, all groups of pupils are now making faster progress than at the time of the previous inspection, particularly in reading and mathematics.
- Middle leaders are highly effective in their work and have made a significant impact on raising standards since the last inspection. They check on the quality of teaching regularly and ensure that professional development and training are used very effectively to raise standards for all pupils. The leader with responsibility for overseeing the achievement of disabled pupils and those who have special educational needs manages the provision very well and as a result, these pupils make good progress from their starting points.
- All teachers have performance targets which are directly linked to raising pupils' achievement and improving the quality of teaching. Senior leaders review these targets regularly throughout the year. They can clearly demonstrate the impact that high quality training opportunities have had on raising standards since the previous inspection. Pay awards are closely linked to the quality of teaching and pupils' achievement.
- The curriculum is very well planned and provides opportunities for pupils to practise their mathematical skills and write in different subjects. Learning is enriched with a wide range of trips and visits closely linked to curriculum themes and cultural opportunities, which pupils enjoy.
- Pupils' spiritual, moral, social and cultural development is good. It is supported very well by the range of subjects taught. Assemblies provide pupils with excellent opportunities to develop their spiritual understanding and to celebrate their achievements. Pupils also have many opportunities to take part in a wide range of extracurricular activities. They have a range of responsibilities which they particularly enjoy, including being members of the school council.
- Pupils have a range of opportunities to learn about British values through a variety of very well-planned activities. Their understanding is supported particularly well by the work of the school council and projects on democracy, the right to vote and public financial accountability.
- Through a range of activities planned across the curriculum, leaders foster good relations, promote tolerance and tackle discrimination very effectively. The wide range of rich experiences the school offers pupils ensures that they are well prepared for life in modern Britain. Pupils have a very good understanding of the diversity of the country's social and cultural make up and have the capacity to challenge stereotypes.
- School leaders evaluate the spending and impact of pupil premium funding very carefully and as a result, disadvantaged pupils achieve well and make good progress.
- Leaders spend the primary sport funding very effectively. They ensure that all pupils gain health benefits from an improved quality of teaching and the support of sports coaches. The impact is evident in rapidly increasing proportions of pupils who are taking part in a wider range of sporting activity.
- The local authority has not had a significant impact on provision at the school because it has only provided 'light touch' support for school leaders and governors. This was an appropriate decision as the school's capacity to improve without reliance on external support is good.
- The school meets all statutory safeguarding requirements and as a result, all pupils are very safe and well cared for in school, especially those who may be more vulnerable.
- **The governance of the school:**
 - Governors have a very well informed understanding of the school's strengths and weaknesses because the information shared with them by senior leaders is accurate and analysed thoroughly. They challenge senior leaders effectively about improvements in the standards pupils reach and they work closely with a range of staff to monitor the school's performance. Governors check on the quality of the school's work regularly. They are ambitious about seeking further improvements for all pupils.
 - Governors have attended training offered by the local authority and by school staff, which has further

developed their understanding of the school's performance. They understand clearly the impact that the arrangements to manage the performance of staff have on improving the quality of teaching. They can articulate how this also affects raising achievement. Governors are involved in overseeing the school's systems for pay awards related to the performance of teaching staff, know how underperformance is tackled and are confident in senior leaders' capacity to do this effectively.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding. In all lessons, pupils are very keen to learn. They enjoy exceptionally positive relationships with all members of the school community and always respond to staff and each other with courtesy and respect. All staff provide an encouraging and stimulating learning environment in every classroom. Pupils' behaviour in lessons has a significant impact on the good progress that they make.
- Pupils' behaviour around the school is exemplary. They say that they consider behaviour to be good around the school and in lessons. A very small number of pupils said that very occasionally one or two others show off, but that this was dealt with effectively and immediately by staff. They understand the importance of being attentive and focused in lessons and how this affects their learning.
- Pupils have very high expectations of themselves and one another. They have a very clear understanding of the school's system for rewards and sanctions and appreciate the efforts that school leaders go to recognise their achievements. They have every confidence in any member of staff to help them sort out any problems that they might encounter, but say that these occasions very rarely arise.
- All parents who responded on Parent View and all staff who completed the inspection questionnaire agreed that the pupils behave well and that the school manages behaviour well.
- Behaviour records are maintained very well and senior leaders regularly conduct a thorough analysis so they are aware immediately of the very rare incidents that happen. Staff use this information effectively to ensure that the needs of individual pupils are met and managed well.

Safety

- The school's work to keep pupils safe and secure is outstanding. All pupils who spoke to inspectors said they felt safe in school. They say adults in school help them very quickly should they ever need support.
- Relationships between pupils and staff are highly respectful. Pupils are very proud of being members of the Crab Lane community and take great care of each other and the school environment.
- Pupils demonstrate a very good awareness of how to keep themselves safe in and around the school, in the wider community and when using the internet. They have an extensive understanding of different types of bullying and name-calling, but say that they would not be tolerated. However if they did occur, they would be dealt with effectively by staff.
- Highly effective procedures are in place to keep vulnerable pupils safe. There is extensive evidence to show how the school works effectively with other agencies if it has concerns about a pupil's safety, in order to protect those who are particularly vulnerable. The impact of this work is evident in improved attendance and achievement for this group of pupils.
- Attendance is currently average overall and improving. The school follows up absence and concerns about punctuality rigorously. The few pupils with low attendance are supported well.
- The breakfast club is very well attended and provides a safe and stimulating environment for pupils.

The quality of teaching is good

- In all classes, staff provide a nurturing and stimulating learning environment. Activities are well planned and ensure that pupils are excited about their learning. Pupils enjoy highly respectful and purposeful relationships with all adults responsible for teaching and supporting them. The impact of teaching assistants and support staff on pupils' achievement is a strength of the school.
- Inspectors observed pupils being challenged in their learning and enjoying the opportunity to work on extension activities in most lessons. Writing is taught well overall, although on a few occasions, evidence in their books indicates that in some classes pupils are not always given enough opportunities to write at length. While they have ample chances to practise their existing skills, writing tasks in other subjects do not always give pupils enough opportunities to develop their skills further.

- Teachers ensure that support staff fully understand the focus of each session and have appropriate resources to work with groups and individuals. As a result of this high quality and enthusiastic support, most disabled pupils, those who have special educational needs and those who are disadvantaged, make good progress.
- Teachers plan opportunities carefully to develop pupils' reading skills effectively through other subjects. Improvements in the quality of teaching have resulted in a significant increase in the proportion of pupils making more than the expected amount of progress and of pupils attaining higher standards across the school.
- Effective teaching in the early years and Key Stage 1 has improved pupils' phonic skills (knowledge of letters and the sounds they make). They are now much better able to tackle a wide range of more challenging books and to use their reading skills more effectively.
- Teachers ensure that mathematical skills are taught well and pupils are currently making much stronger progress than previously. While pupils enjoy opportunities to apply their mathematical skills in a range of other subjects, leaders have recognised that these could be extended and are currently working on curriculum plans to strengthen this further.
- Pupils are fully involved in lessons and respond well to the effective questioning used by all teachers and support staff.
- Feedback given to pupils during lessons helps them to move on quickly and ensures that progress is good. Pupils' work is marked effectively in accordance with the school's policy. Pupils have opportunities to act on advice, correct their work and understand clearly how to move on to the next step in their learning. Teachers use assessment very effectively to monitor the progress that pupils make and to identify any gaps in their learning.

The achievement of pupils is good

- Pupils achieve well overall and make at least expected progress across the school from their individual starting points. Some pupils make more than expected progress, particularly in reading and mathematics.
- The overall standards achieved by different year groups are variable, because so many pupils join the school part-way through their education. Since the last inspection in 2012, 100 pupils have joined the school, including 40 who joined only this academic year. Once pupils join the school, the progress they make from their individual starting points is at least expected.
- In the most recent Year 1 phonics screening check, an average proportion of pupils reached the standard expected for their age. Pupils achieved well from their starting points. The proportion of pupils who met the expected standard at the end of Year 2 in 2014 was above average. Pupils who did not achieve the expected standard are currently receiving individual support to ensure that they catch up rapidly.
- At the end of Key Stage 1, the overall standards achieved by pupils in writing and mathematics in 2014 were broadly average, and below average in reading. However, the school's assessment data and inspection evidence show that these pupils made good progress in Key Stage 1 from their starting points.
- In 2014 at the end of Year 6, standards achieved by pupils were broadly average. The proportion of pupils making expected progress was average in reading and writing, and slightly below average in mathematics. The majority of pupils made more than the expected amount of progress in reading, but the proportion of pupils making better than expected progress in writing and mathematics was below average. From their individual starting points, pupils' overall progress was good and for some, outstanding.
- Current assessment information shows that pupils are making rapid progress in reading, writing and mathematics across the school. Standards attained by pupils are rising as a result of a sharper focus on assessment and improvements in the quality of teaching, initiated by the very effective work of leaders.
- Overall, the progress of the most able pupils is good. The proportion of pupils already working at the higher levels is greater than previously, although it is still slightly below average in writing in Year 6. The most able pupils apply their skills well across a range of subjects and tackle more challenging work with confidence. However, on those few occasions when they are insufficiently challenged, their achievement is less good.
- The achievement of disabled pupils and those who have special educational needs is good overall. They make similar progress to their peers because their needs are met through well-planned and effective support which ensures that they achieve well. However, the standards they attain are sometimes below that of their peers because of their much lower starting points.
- The attainment of disadvantaged pupils was in line with other pupils in the school in reading and mathematics and two terms behind in writing by the time they left Year 6 in 2014. Currently disadvantaged pupils are making good progress overall in reading, writing and mathematics.

- In 2014, the school worked successfully to narrow the gap in achievement between disadvantaged pupils and other pupils nationally in all subjects. When compared to non-disadvantaged pupils nationally, their attainment was approximately two terms behind in mathematics and three terms behind in writing. There was no difference between the two groups in reading. The progress made by disadvantaged pupils was slightly less than other pupils nationally in writing, the same in mathematics and better than other pupils nationally in reading. The school's current assessment information indicates that the school is continuing to close the attainment gap successfully.

The early years provision

is good

- Most children join the school with skills below those typical for their age. They make at least expected progress in the early years from their individual starting points. A significant number of children do not attend the school's Nursery and join the school at the start of the Reception year.
- In 2014 almost half the children achieved a good level of development from lower than typical starting points. Currently, the proportion of children already meeting and exceeding their early learning goals is much higher than in previous years, reflecting improvements in the quality of provision and teaching. This year the majority of children are well prepared to move into Year 1.
- Staff plan the provision for any children who have not yet met a good level of development with Year 1 teachers carefully.
- The leadership of the early years is good. The early years leader has a very well-informed view of children's achievement and checks on the quality of teaching regularly. She ensures that the curriculum is appropriate and is planned to build on children's previous experiences and meets their interests well. Focused work with groups of children has ensured that the attainment gap between disadvantaged children and non-disadvantaged children is closing.
- Indoor and outdoor provision is both safe and secure. The outdoor area is exciting, well resourced, and provides children with a range of high quality learning opportunities which meet their needs well.
- Teaching is good and there are significant strengths in both the Nursery and Reception classes. Adults plan and organise activities which support the children in developing their skills effectively. The quality of questioning and support provided to children while they work is outstanding. There are plenty of opportunities for children to explore, create and develop their thinking skills. Staff ensure that the children develop their personal, social and emotional skills rapidly as they chat and work together.
- Children develop their communication and language skills and their mathematical skills well. During the inspection, staff dressed as characters from the film Frozen and hosted a question and answer session for Nursery children where they were supported in deciding what they wanted to ask and how to ask it correctly. The children had great fun quizzing staff members who stayed in role and answered in character throughout.
- Resources available to the children encouraged them to make links between their current theme and counting, sorting and problem-solving activities which they approached with enjoyment and enthusiasm.
- Children's spiritual, moral, social and cultural development is good, as is their behaviour. Some pupils needed reinforcement from staff to help them to share and take turns, but this was managed very well. Children from a range of backgrounds play and work together in a positive atmosphere.
- Staff support disabled children and those who have special educational needs well, so that they make good progress in the early years. Teachers quickly identify the individual needs of these children early and as a result, they receive effective support.
- Children are safe and secure, relationships with adults are nurturing and encouraging, and welfare requirements are well met.

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	105465
Local authority	Manchester
Inspection number	461713

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	390
Appropriate authority	The governing body
Chair	Shelley Lanchbury
Headteacher	Pat Adams
Date of previous school inspection	30 April 2012
Telephone number	0161 7402851
Fax number	0161 7950289
Email address	admin@crablane.manchester.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store St
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.ofsted.gov.uk

© Crown copyright 2014

