

Cravenwood Primary Academy

Cravenwood Road, Crumpsall, Manchester, Greater Manchester M8 5AE

Inspection dates

21–22 March 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Leaders, governors and the academy trust have transformed the school into a happy, caring place where staff and pupils thrive. Everyone feels a valued part of the 'Cravenwood family'.
- The principal provides inspirational leadership. She is supported effectively by a skilled senior leadership team and governors. All aspects of the school's work have improved and there is good capacity to secure further improvement.
- Teachers are committed and enthusiastic. Effective teaching supports pupils of all abilities to make good progress over time. Pupils' attainment is rising in all key stages.
- Disadvantaged pupils make sound progress from their starting points. The high proportion of pupils who join the school throughout key stages 1 and 2 are supported effectively and often make rapid progress.
- Staff's high expectations and focus on celebrating achievements motivate pupils and help them develop good attitudes to learning. Pupils are friendly and supportive of each other.
- The procedures to safeguard pupils are rigorous and effective. Pupils say that they feel cared for and safe. British values are promoted well.
- Pupils' progress is most rapid in mathematics, where teaching is particularly effective.
- Pupils' progress in writing is good over time but uneven across the school. Handwriting, spelling and punctuation skills are not taught consistently and pupils' writing lags behind their oral language skills.
- Achievement in reading is improving and pupils are keen readers. However, comprehension skills are not taught as explicitly as they could be in all classes.
- Children in the early years relish learning in a stimulating setting. They make good progress and grow in confidence. Their language skills are developed exceptionally well.
- Middle leaders make a good contribution to improving teaching and learning in the core subjects of reading, writing and mathematics.
- Leadership of other subjects is at early stages of development. The curriculum is broad and balanced but pupils' learning in non-core subjects is not planned in the same depth as in English, mathematics and science.
- Leaders' monitoring of teaching and learning helps teachers reflect on their classroom practice and improve it. However, it does not focus well enough on pupils' progress in foundation subjects.

Full report

What does the school need to do to improve further?

- Quicken pupils' progress in reading and writing so that the standards at the end of key stage 2 at least match national averages by:
 - ensuring that handwriting, spelling and punctuation skills are taught consistently and systematically from year to year so pupils develop fluency in their writing
 - teaching age-appropriate reading comprehension skills explicitly from the early stages.
- Further develop middle leadership by:
 - extending the role of middle leaders in curriculum planning and improving teaching and learning in subjects such as science, computing, history, geography, art and design and technology
 - sharpening monitoring to include evaluation of the impact of teaching on pupils' progress in subjects other than reading, writing and mathematics.

Inspection judgements

Effectiveness of leadership and management

Good

- The principal's motivating leadership and uncompromising ambition for pupils have raised staff morale and staff's expectations for pupils' achievement and behaviour. The principal is supported ably by senior leaders who have a range of expertise. By working together successfully, staff across the school have secured significant improvement in teaching and learning and transformed the school since it opened as an academy.
- Staff's consistent focus on positive behaviour and celebration of achievements develops pupils' confidence and instils pride in their school. 'You did it!' is a common refrain among staff and pupils.
- The highly effective promotion of pupils' spiritual, moral, social and cultural development and leaders' commitment to equalising opportunity are key factors in the transformation of the school. Pupils work together constructively and this develops their social skills. They show respect for the wide range of different cultures and faiths that are represented in school and are prepared well for life in modern Britain.
- Self-evaluation is accurate and improvement planning is focused on appropriate strategic priorities. The effectiveness of actions is evident in the improvements to teaching, learning and behaviour so far. Leaders track pupils' progress carefully. Any pupils who are not making good progress in reading, writing and mathematics are identified early and given additional support.
- Senior leaders have tackled the legacy of inadequate teaching left by the predecessor school and continue to improve it with good quality training and effective management of teachers' performance. Teaching is now good.
- Senior leaders ensure that salary progression is linked closely to the achievement of challenging and relevant performance targets. Staff at all levels are keen to participate in training to develop their skills. Professional development is planned effectively to meet individual needs, support priorities for improvement and further staff's career ambitions.
- Monitoring of teaching and scrutiny of pupils' work are effective in supporting teachers to improve what they do in lessons. However, monitoring does not pay sufficient attention to the impact of teaching in different subjects. Consequently, some less effective practice, for example in aspects of writing and in some non-core subjects, is not picked up.
- Leaders of reading, writing, mathematics and physical education have developed effective leadership skills through external training and coaching from senior leaders. They feel trusted and value the autonomy they have to take initiatives. Leaders are effectively improving teaching and learning in these subjects.
- Leadership of other subjects, such as science, computing, history, geography and art, is still at early stages of development. Leaders of these subjects do not have much influence on curriculum planning and teaching and learning.
- Pupils benefit from a broad curriculum that extends their understanding. Their learning is enhanced by a range of extra-curricular activities. Reading, writing and mathematical

skills are promoted well in a range of subjects. However, pupils' subject-specific knowledge and skills are not developed to the same depth in non-core subjects.

- Pupils understand and practice fundamental British values because they are taught about them, staff demonstrate them and they underpin the daily work of the school. The school's 'conscious discipline' approach encourages pupils to act responsibly, taking account of core values such as the rule of law and individual liberty. Pupils respect each other and have a good understanding of democratic principles. Their understanding is further enhanced by visits and visitors to the school who demonstrate how such values are integral to modern society.
- The pupil premium is used effectively to raise the achievement and broaden experiences of disadvantaged pupils. Leaders have analysed barriers to learning thoroughly and make sure funding is used to minimise these barriers. Leaders also ensure that international arrivals and other vulnerable pupils are provided with the support they need to ensure their well-being and academic progress.
- The additional physical education (PE) and sport premium is used appropriately to increase pupils' engagement in PE and provide specialist coaching to extend teachers' skills.
- Funding for pupils who have special educational needs and/or disabilities is used carefully to promote their achievement and well-being. Leaders liaise closely with outside agencies to ensure that pupils get the additional support they need to overcome barriers to learning and meet their personal and emotional needs.
- The United Learning Trust provides good support and rigorous challenge to secure improvement and hold leaders to account. The external moderation of pupils' work and regular review of the school's work ensures that leaders' views are moderated and accurate. The school improvement adviser knows the school very well and supports leaders effectively.
- The school is proactive in the trust's local cluster of primary schools. The principal and senior leaders use their expertise to support other schools. They also make good use of opportunities to enable staff to learn from and share good practice and benefit from joint training.
- Very few parents responded to Parent View, the Ofsted online questionnaire. Parents who spoke with inspectors were positive about the school and pleased with the changes that have taken place. They said their children feel safe and staff are approachable.

Governance of the school

- The local governing body provides good support and challenge to school leaders.
 - Governors know the school extremely well. They have a good understanding of data and are kept well informed with regular reports from school leaders and an external review from the United Learning Trust advisers.
 - Governors have a range of relevant skills, which enables them to oversee the work of the school effectively.
 - The governing body has ensured that the budget has been stabilised and staffing is

fit for purpose. With support from the trust's school adviser, governors manage the performance of the principal effectively and are aware of staff's salary progression. They ensure that additional funding is used as intended and has a positive impact on pupils' achievement.

Safeguarding

- The arrangements for safeguarding are effective.
- The systems to protect vulnerable children are exemplary. The safeguarding leader keeps detailed records and is tenacious in following up concerns and working with other agencies. For example, pupils who are missing or absent from school are tracked carefully.
- There are rigorous procedures to monitor behaviour and bullying; such incidents have reduced significantly since the new school opened. Records are detailed and policies are fit for purpose.
- Staff and governors have completed safeguarding training appropriate to their responsibilities. They are acutely aware of risks and know what to do if they have any concerns. They are particularly vigilant in their 'Prevent' duty.
- There are appropriate filters in place to ensure pupils' safety when using the internet.
- The procedures to ensure the safe recruitment of staff meet requirements.

Quality of teaching, learning and assessment

Good

- Teachers' enthusiasm for teaching motivates pupils and instils good attitudes for learning. Teachers plan interesting activities that keep all groups of pupils engaged and focused in lessons. Pupils consequently enjoy learning and make good progress over time.
- Additional small-group work successfully supports pupils who are new to the school, who have very little English or who require additional help to fill gaps in their learning. Pupils make rapid progress in these sessions. They are taught effectively by skilful teaching assistants and specialist teachers.
- Pupils who have special educational needs and/or disabilities are supported sensitively in class and successfully in smaller groups if needed. They make good and often excellent progress because their needs are identified fully and support is targeted effectively.
- Teachers have a good understanding of the national curriculum, underpinned by the 'Cravenwood Curriculum Standards' that are used to inform planning. They plan work that is pitched appropriately to support pupils to catch up to expected standards from often low starting points or limited experience of English schools.
- Teachers use assessment very effectively to identify gaps and build on pupils' prior learning in mathematics. Mathematical knowledge and skills are taught effectively in each class, so pupils make consistently good and sometimes outstanding progress from their starting points.
- Pupils' language and vocabulary are developed very effectively in whole-class

discussion, paired work and small groups. For example, pupils are encouraged to rehearse orally what they want to write and helped to use adventurous vocabulary. Pupils who are at the early stages of learning English and the high proportion who speak English as an additional language are supported expertly in class and by bilingual teaching assistants.

- Improving the teaching of reading has been a whole-school focus and the positive impact of training and new resources is beginning to show. Pupils enjoy reading for pleasure. Their reading skills are increasingly extended in guided reading sessions and pupils who need extra help are supported skilfully in additional small-group reading sessions or individually.
- Reading comprehension skills are not taught explicitly in all classes, however, and there are missed opportunities to develop pupils' ability to analyse texts, explore the motivation of characters and infer meaning.
- Pupils write in a range of styles and are encouraged to write for different purposes in different subjects. However, handwriting, spelling and punctuation are not taught systematically as pupils move through the school. Consequently, pupils' progress in writing is uneven from year to year and their fluency in writing lags behind their language skills.
- The development of pupils' literacy and mathematical skills is given a high priority across the whole curriculum. Pupils' achievement has successfully been raised significantly from low starting points in reading, writing and mathematics. However, pupils' subject-specific knowledge and skills are not as well developed in subjects such as geography, history, computing, science and art. Leaders have already identified the developments needed in these subjects.
- The most able pupils are given sufficient challenge and support to enable them to make good progress in reading, writing and mathematics.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development is good.
- Adults form constructive and encouraging relationships with pupils. Pupils feel good about themselves and behave positively towards others. Pupils and staff feel a valued part of the 'Cravenwood family'.
- Pupils say that they feel cared for and are safe. The positive atmosphere allows them to grow in confidence, learn valuable social skills and develop successful behaviours for learning.
- The most vulnerable pupils are supported exceptionally well; their personal development, safety and well-being are prioritised by all staff. Close liaison with outside agencies ensures that their physical and emotional needs are met successfully.
- Pupils make a good contribution to the calm and welcoming environment through their sociable and supportive attitudes. They are aware of the hurt that prejudice-based bullying can cause to others including, for example, name-calling based on race,

sexuality or appearance. They say that bullying does not happen in school and that pupils can resolve any arguments quickly, with adult support if needed.

- Pupils are keen to take responsibility and have many opportunities to do so, for example, as sports leaders, as part of the leadership group and as e-safety leaders. They are justifiably proud of their work to raise money for homeless people, for various charities and for school equipment. Older pupils are keen to support younger ones and all are welcoming to new arrivals in the school. For example, they help where they can in translating and befriending children who speak little English.
- The school's e-safety pupil leaders have an excellent understanding of how to stay safe online and support other pupils to stay safe, for example by leading assemblies and talking to their peers in the 'family meetings' in each class.

Behaviour

- The behaviour of pupils is good.
- Staff provide excellent role models for pupils' behaviour and positive attitudes towards each other. Pupils follow their example and the vast majority are cooperative and attentive in lessons. The school's focus on collaborative learning helps pupils develop their social skills and learn from one another.
- Classrooms are organised carefully to encourage pupils' self-reliance, for example in accessing resources and using 'working walls' as reference points. Pupils persevere with tasks and grow in confidence.
- Self-discipline is actively modelled, taught and encouraged. Pupils are helped to develop empathy for others and understanding of their own feelings in order to control their behaviour. The incidents of poor behaviour have reduced significantly since the school opened. Fixed-term exclusions have reduced, although are still above average, and there have been no permanent exclusions.
- Pupils' behaviour in shared areas is good. They are sociable and calm in the dining hall and friendly and inclusive in the playgrounds. Pupils are considerate and respectful towards each other and extremely polite to visitors.
- Occasionally a few pupils are distracted from learning and disturb the learning of other pupils. Such instances are rare and pupils say that they are dealt with quickly and effectively by teachers.
- Attendance is improving and persistent absenteeism is reducing following support for targeted families. Attendance is still below average, however, and remains an ongoing priority in the school's improvement planning.

Outcomes for pupils

Good

- Pupils' outcomes have improved since the school first opened. Attainment and progress in the predecessor school were well below the national average at all key stages.
- Pupils' attainment in the phonics screening in Year 1 is improving year on year and is now above average. Pupils' progress in key stage 1 is quickening. Attainment in the key stage 1 assessments was below average in 2016, but pupils in that cohort made

good progress from their well-below-average prior attainment at the end of the early years foundation stage.

- At key stage 2, pupils made expected progress in writing and mathematics and attainment was closer to the national averages in 2016 in these subjects. This was not the case in reading and attainment was below average in reading, writing and mathematics overall. The difference between the school's performance and national averages has lessened significantly, however, in the last two years.
- Pupils who are currently in school make consistently good progress in mathematics because of the positive impact of staff training, the introduction of a new whole-school approach and targeted teaching for pupils with gaps in their learning. The proportion of pupils working at expected standards for their age is increasing in each year group.
- Pupils' achievement in reading is also improving with a more direct approach to teaching reading skills. Pupils enjoy reading across the curriculum and are developing secure strategies to read unfamiliar words and understand the gist of texts. Their comprehension skills are not as well developed and pupils find it hard to understand texts in greater depth.
- Pupils' progress in writing is uneven across the school because handwriting, spelling and punctuation are not taught systematically. The content of pupils' writing is often in advance of their presentation. While progress is largely good across a key stage, standards in writing remain below those expected for pupils' age in some classes.
- The school population is unusually mobile, with a much higher than average proportion of pupils joining or leaving the school part way through key stage 1 or key stage 2. Some families are newly arrived in this country and some pupils attend the school for only a short period. Pupils who join the school are supported very effectively and often make rapid progress in their learning, particularly in the acquisition of language skills.
- Pupils who speak English as an additional language are in the majority in the school. Pupils make particularly good progress in their language skills because every opportunity is taken to broaden their vocabulary and develop spoken language.
- Disadvantaged pupils who are supported by the pupil premium make good progress from their starting points. Targeted teaching helps them to fill gaps in learning and overcome barriers. The difference between their attainment and that of other pupils nationally is steadily diminishing. There are a number of pupils who are disadvantaged but not yet eligible for additional funding; leaders ensure that they are also supported effectively.
- The most able pupils are beginning to make more rapid progress, particularly in mathematics. There are few pupils in school who achieved higher standards in assessments in the past but increased attention to their needs is raising the proportion working at greater depth in reading, writing and mathematics in each year group. The most able pupils are not typically provided with work of sufficient depth in non-core subjects.

Early years provision

Good

- Children start in the Nursery or Reception classes with knowledge and skills that are below those that are typical for their age. Their English language and literacy skills are often limited when they start school.
- Provision and children's outcomes in the early years have improved significantly since the school opened. Children now make good progress from their starting points. The proportion of children reaching a good level of development was well below average in 2014 but is now close to the national average. Children are prepared well for their move into Year 1.
- Children grow in confidence as they are praised and encouraged in all areas of learning. Adults are excellent role models, demonstrating positive behaviour and respect. Children talk and play together happily and show no concerns. They quickly learn to take responsibility for their own behaviour, which is consistently good.
- Children's needs are met through close observation of their learning and careful planning of next steps in weekly meetings involving all staff. Adults know the children well and have good knowledge of the early years curriculum. They keep thorough records and plan interesting, motivating activities that develop children's learning across all areas.
- Good teaching, timely support and intervention when children choose their own activities build on children's prior learning effectively. Adults pay close attention to language development and take every opportunity to broaden children's vocabulary. For example, children growing beans were helped to use positional and measuring language. Adults are skilled at tuning into children's interests and experiences to help them make sense of their learning.
- Close liaison with outside agencies ensures that children who have special educational needs and/or disabilities have their needs met effectively.
- Teaching assistants make a good contribution and work closely with teachers. All practitioners benefit from good-quality training and joint planning.
- Safeguarding is rigorous and all statutory welfare requirements are met.
- Additional funding is used effectively to provide disadvantaged children with good-quality support and they make good progress. Children at very early stages of learning English are supported excellently by bilingual staff.
- Parents are encouraged to contribute to their children's learning records and to participate in workshops to help them support their children at home. Parental engagement is increasing but staff are keen to extend it further.
- The early years leader has an accurate view of provision based on thorough monitoring. She has secured significant improvement and identified next steps to ensure that the provision keeps on developing.

School details

Unique reference number	140661
Local authority	Manchester
Inspection number	10022809

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	482
Appropriate authority	Academy trust
Chair of local governing body	Pauline Morgan
Principal	Jancie Garratt-Simpson
Telephone number	0161 795 3380
Website	www.cravenwoodprimary.org.uk/
Email address	info@cravenwoodprimary.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish on their website.
- The school opened in April 2014 following the closure of the predecessor school and sponsorship by the United Learning multi-academy trust.
- The school is larger than the average sized primary school.
- The vast majority of pupils are from minority ethnic groups and a well-above-average proportion speak English as an additional language. The largest group are of Pakistani heritage although over 50 different languages are spoken in the school.
- The proportion of children joining and leaving the school in key stage 1 and key stage 2 is well above average. A high proportion are international new arrivals.

- The proportion of disadvantaged pupils is above average.
- The proportion of pupils who have support for special educational needs and/or disabilities is above average. The proportion with a statement or education, health and care plan is below average.
- The school meets the current government floor standards, which set the minimum standards for pupils' progress and attainment.

Information about this inspection

- This was the first inspection of the new school. The predecessor school was placed in special measures.
- Inspectors observed teaching and learning in all classes. They looked at pupils' work during observations and carried out an in-depth scrutiny of a sample of pupils' work with a school leader. They talked to pupils about their work in lessons and meetings.
- Inspectors observed pupils' behaviour and gained their views about safety and bullying.
- Inspectors spoke to staff and had meetings with leaders, two members of the local governing body and a United Learning Trust representative.
- They looked at documentation including the school's self-evaluation, improvement planning and records of monitoring, management of performance and training. Safeguarding policies and procedures were examined.
- Inspectors took account of four responses to the Ofsted parent questionnaire and 17 responses from staff.

Inspection team

Jean Olsson-Law, lead inspector	Ofsted Inspector
David Deane	Ofsted Inspector
Jean Robinson	Her Majesty's Inspector

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