

INSPECTION REPORT

CROSSDALE DRIVE PRIMARY SCHOOL

Keyworth, Nottinghamshire

LEA area: Nottinghamshire

Unique reference number: 122652

Headteacher: Mr C Conway

Reporting inspector: Carole Green
21526

Dates of inspection: 15th January 2002 – 16th January 2002

Inspection number: 197817

Short inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Community

Age range of pupils: 5 - 11

Gender of pupils: Mixed

School address: Crossdale Drive
Keyworth
Nottinghamshire

Postcode: NG12 5HP

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Appropriate authority: The Governing Body

Name of chair of governors: Mr I Walker

Date of previous inspection: 30/9/1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crossdale Drive Primary School caters for boys and girls aged from four to eleven years. It is situated in the popular residential village of Keyworth and was built in 1974 to an open plan design. The number on roll has increased since the school's last inspection and the current total is 203 pupils, 30 per cent of whom live outside the school's historical catchment area. Pupils come from a range of socio-economic backgrounds, but the percentage of pupils known to be eligible for free school meals, just over six per cent, is below the national average. Almost all pupils speak English as their first language and there is a small minority of pupils in the school from ethnic minority backgrounds. There are 40 pupils on the school's special educational needs register, none of whom hold a statement of special educational needs. The majority of children have attended either a local playgroup or a local authority nursery class before they start school. Children are admitted to the reception class the term in which they reach their fifth birthday. At the time of the inspection there were 13 children in the reception class. Children's' attainment on entry to the school varies from year to year; current baseline data suggests that it is close to the county average and in line with what children of a similar age achieve nationally.

HOW GOOD THE SCHOOL IS

Crossdale Drive Primary is a very good school where, by the time they leave, pupils attain very high standards. The quality of teaching is good and at times is very good. The school's very positive and caring ethos ensures that pupils, teachers and parents are valued and respected. Consequently, pupils behave very well and quickly become motivated learners. The very effective leadership of the headteacher, deputy headteacher, and governors ensures that this is a school where staff and pupils continually seek to improve. The school gives very good value for money.

What the school does well

- Pupils achieve above average standards and by the time they leave the school their attainment is very high.
- The quality of teaching is good and in Years 3 to 6 is often very good. Teachers use a wide range of strategies to ensure that lessons are interesting.
- The headteacher's very good leadership ensures excellent relationships throughout the school community. He and his deputy headteacher are very successful in establishing a positive and stimulating climate for learning, and this supports good teamwork.
- Pupils are well cared for and valued. The school is particularly successful at supporting their personal development. Consequently, pupils behave very well and continually strive to give of their best. They quickly develop into confident and independent learners.
- The school has established excellent links with parents and this has a positive impact on pupils' learning. Parents value the caring family atmosphere that the school provides.
- The school has made very good improvements since its last inspection.
- The school provides a wide range of learning opportunities, to which they ensure that all pupils have access. There is also excellent extra-curricular provision.

What could be improved

- The way in which the school uses data and other information from its monitoring procedures to evaluate how well pupils are achieving and progressing in their learning, and to evaluate the quality of teaching in lessons.

The area for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1997. Since that time there has been a steady improvement in national test results for eleven year-olds, and results in national tests for seven year-olds have generally remained above the national average. There has been an improvement in the proportion of good teaching for the pupils in Years 1 and 2 and in the proportion of very good teaching for pupils in Years 3 to 6. The previous inspection report identified some areas for improvement and staff have worked very hard to tackle these issues successfully. Consequently, the organisation of the curriculum for younger pupils has greatly improved, and some good assessment procedures to monitor pupils' progress have been introduced throughout the school. The role of curriculum leaders has been considerably enhanced and good systems have been developed to help them monitor the work of their colleagues. There has been a significant improvement in the provision of computers since the last inspection and the number of teaching assistants has also increased. Staff have successfully introduced national strategies for teaching literacy and numeracy, but at the same time have successfully maintained a broad and stimulating curriculum and learning environment for all pupils.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	A	A*	A*
mathematics	A	A	A*	A*
science	A	A	A*	A*

Key

well above average A
 above average B
 average C
 below average D
 well below average E

These results are very good and are well above the national average. The school's results in national tests for the oldest pupils show a steady improvement over the last three years in English, mathematics and science. Pupils of higher ability do particularly well and the performance of pupils in these three subjects is in the highest five per cent nationally. Targets set for 2002 suggest that results might be a little lower than in 2001, but standards are likely to remain well above the national average. Pupils in the reception class achieve standards that are similar to the national average. National test results for seven year-olds fluctuate over time. Standards in science are consistently above the national average. Standards in reading, writing and mathematics are generally above the national average, but results in these subjects for 2001 were below average when compared to similar schools. This was mainly due to a higher proportion than usual of pupils in this cohort with special educational needs. Evidence from the inspection confirms that pupils currently in Year 2 attain standards above the national average and pupils attain standards well above the national average by the time they leave the school. Inspectors were particularly impressed by pupils very good speaking and listening skills. Pupils with special educational needs make good progress throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are excellent. They enjoy their learning and work hard in lessons.
Behaviour, in and out of classrooms	Very good. Pupils work and play well together. School rules are well established and pupils respect them.
Personal development and relationships	Excellent, a strength of the school. The school provides many opportunities for personal development, and pupils respond well. They quickly become confident and independent learners. Relationships throughout the school are very positive. Everyone is polite and helpful.
Attendance	Good. Pupils enjoy coming to school. Lessons start promptly.

The school is particularly successful at supporting pupils' personal development. Pupils respond well to this and enjoy taking responsibility, showing initiative and working independently. Through the very active school council, for example, pupils identify day-to-day problems and find appropriate solutions. Relationships throughout the school are excellent. The very good role models set by all staff support pupils in showing care and respect for each other.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	satisfactory	good	very good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is never unsatisfactory and is good overall. Teachers plan lessons well and ensure that tasks are closely matched to pupils' abilities and this ensures that all pupils make good progress in their learning. Teachers and pupils are very well supported by able teaching assistants. Teachers are particularly skilled at ensuring that pupils are actively involved in their learning through providing stimulating and relevant activities. Their enthusiasm and good subject knowledge supports the good teaching in literacy and numeracy. Lessons often include good opportunities for developing pupils' speaking and listening skills and pupils are encouraged to write for a wide range of purposes, which includes, for example, story writing, writing letters, lists and instructions.

The lack of additional adult support in the reception class makes it difficult for teachers to fully support children when they are working in small group activities.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school is very successful in providing an unusually wide range of learning opportunities for all pupils. The local community is used well to support pupils' learning. There are excellent extra-curricular opportunities which take place before and after school and these support the excellent provision for pupils' personal development.
Provision for pupils with special educational needs	Good. Pupils with special educational needs, and with English as an additional language make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	This is a strength. Provision for pupils' moral and social development is excellent. Consequently pupils across the school get on very well together and show respect for the thoughts and feelings of others. Provision for pupils' spiritual development is very good. School assemblies provide genuine opportunities for pupils to reflect on their own and other's experiences. Provision for pupils' cultural development is good.
How well the school cares for its pupils	All staff know pupils very well and provide excellent care. Very good child protection and health and safety procedures are in place and these are well observed. Good procedures for monitoring pupils' progress have been introduced since the last inspection.

A further strength is the excellent partnership the school has with parents. This is achieved through the very good quality of information that parents receive about the school and their children's progress, but more importantly by the way in which the headteacher and all staff value and respect parents' views. As a result parents feel welcomed and are genuinely delighted to be part of the "Crossdale family". Parents have a high level of involvement in the life of the school and this has a positive impact on their children's attitudes and the progress they make. The school's caring ethos and close links with parents ensures that all pupils are valued and that they work hard to achieve well.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The very good leadership of the headteacher and deputy headteacher ensures a very positive school ethos. There are strong well coordinated management structures in place that promote very good teamwork. There is a shared commitment to improvement throughout the school.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory responsibilities well. They work effectively in shaping the direction of the school through a well established committee structure. Governors know the school well and have established very good working relationships with the headteacher and staff.
The school's evaluation of its performance	Effective procedures are in place for monitoring the standards that pupils achieve and the quality of teaching and learning throughout the school. More effective use could be made of the data and information that these procedures produce.
The strategic use of resources	Very good. The school uses its resources well to support the priorities identified in the school's development plan.

The headteacher is well supported by the deputy headteacher and the school's leadership group. Good delegation enables those with management and curriculum responsibilities to play an effective role in the development of the school. The headteacher values his staff; they work well as a team and work hard to ensure that all pupils achieve well. The chair of governors is extremely well informed. He enjoys a good working relationship with the headteacher. Both have a clear understanding of their roles and responsibilities. The headteacher and governors have a good understanding of, and apply, best value principles.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The way the school is led and managed, and the high commitment of all staff. • The wide range of interesting activities that the school provides outside of lessons. • The good teaching and the teachers' high expectations. • The caring ethos, the family atmosphere and the values that the school promotes. This helps children to behave well and become mature and responsible. • Staff are easy to approach and always willing to listen. • The school's close working relationship with parents. • Children like coming to school. • The good information they receive about how well their children are getting on. 	<ul style="list-style-type: none"> • No issues were raised by the parents.

The inspection team fully endorses parents' very positive views.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Pupils achieve above average standards and by the time they leave the school their attainment is very high.

1. Children's' attainment when they start school in the reception class is variable, but is generally close to the average for Nottinghamshire and is similar to what most pupils attain nationally. There is a wide range of interesting activities available in the reception class and this supports the sound progress that children make in their learning. Children speak confidently when retelling a favourite story and are beginning to learn initial letter sounds well to support their early reading skills. Teachers ensure there are good opportunities for children to practise their writing skills and they are encouraged to write for real reasons, for example, a list of all the characters in the Jack and the Beanstalk story. In mathematics many children count confidently to ten and beyond and they are beginning to learn the name and properties of three-dimensional shapes.
2. By the time they reach Years 1 and 2 pupils' speaking and listening skills are well developed and are above average. Consequently, they are very articulate and keen to answer teachers' questions. In Year 1 they confidently take part in an activity where they take on the role of a character from a well-known story. Other members of the class are equally confident in asking appropriate, and at times, searching questions about the character's actions and feelings. Teachers support this good learning by firstly role modelling the character themselves and then by asking a range of challenging questions so that pupils have to think deeply about the characters intentions. Pupils' use their wide vocabulary well to describe aspects of Goldilock's character.
3. National tests results for 2001 show that by the time they are seven reading skills for the most able pupils are above average when compared to all schools. Although reading results generally in these tests were below the national average for 2001, trends over the last three years show that pupils' performance in reading is slightly above the national average. Evidence from the inspection shows that pupils' attainment in reading when they are seven is currently above average. They approach unseen texts confidently and use a range of different strategies well to decode unknown words. The more able pupils read fluently with expression and enthusiasm and talk confidently about their favourite books and authors. Pupils' progress in reading is successfully enhanced by the support of parents who frequently listen to their children read at home.
4. Although national tests results for seven year-olds in 2001 in writing did not compare well with similar schools, standards remained above average when compared to all schools, and trends over the last three years confirm this. Inspection evidence shows that pupils make good progress in writing so that by the time they are seven standards are above average. All pupils are very confident in their approach to writing and use their phonic skills well to write unknown words. Teachers use a range of stimulating activities to successfully support their learning. They encourage them to use familiar stories and characters to extend the length of the sentences they write and to use varied and interesting vocabulary. For example, when they follow a structure provided by the teacher pupils successfully use adjectives and adverbs well to write a series of sentences, linked to the story of the Three Billy Goats Gruff. A

more able pupil, for example, wrote “ The noisy troll squealed on the bridge at sunset.”

5. Teacher assessment in science for seven year-olds show standards to be very high when compared to the national average.
6. National test results for eleven year-olds over the last three years show pupils attainment in English, mathematics and science to be well above average when compared to all schools and when compared to schools in a similar context. Test results for 2001 show attainment has improved further in these subjects and was very high, in the top five per cent, when compared to all and similar schools.
7. Evidence from the inspection shows that pupils make very good progress in Years 3 to 6. In English pupils continue to improve their writing skills because teachers ensure that they are given opportunities to write for a variety of purposes. They continue to learn basic skills well and Year 4 pupils work well together in pairs to find ways of extending simple sentences through the adventurous use of connectives and adjectives. Pupils continue to write with confidence and have positive attitudes to their work. By Year 5 pupils further extend their skills by introducing paragraphs appropriately to their writing and in Year 6 they are skilled at knowing how to further improve their own writing, and have a good understanding of a range of different writing styles. Basic skills continue to improve with the increased use of punctuation.
8. Pupils’ speaking and listening skills continue to be above average because of the good range of opportunities that teachers constantly provide across the curriculum. Consequently pupils confidently give their opinions, justify their answers and give clear explanations. The supportive atmosphere in lessons means that pupils of all abilities feel secure in expressing their views. They readily take on this challenge because they know their views will be respected by both adults and other pupils. By the time they reach Year 6 pupils enjoy solving problems and are very successful at not only expressing their own opinions, but also at listening to one another’s points of view. This confidence in speaking is further enhanced by opportunities outside lessons like the school drama productions and the school council.
9. Inspection findings confirm that standards pupils attain in English, mathematics and science are above average by the time they are eleven.

The quality of teaching is good and in Years 3 to 6 is often very good. Teachers use a wide range of strategies to ensure that all lessons are interesting.

10. The quality of teaching is good overall and it is never unsatisfactory. Teachers have good subject knowledge, especially in English and mathematics, and so lessons are well planned and well organised. The National Literacy and Numeracy Strategies have been successfully introduced. Planned activities are well matched to pupils’ learning needs to ensure that they all make progress, but at the same time the level of work set is challenging. Consequently, pupils work independently to consolidate and extend their learning, and their interest is sustained. In the best lessons clear targets are set for individuals or groups of pupils based on recent assessments and pupils are reminded of these, so that they understand what they need to do to improve further. In some classrooms targets are displayed on walls. These act as a good reference for pupils so that they know how they can improve their work. In very good lessons teachers recognise the importance of demonstrating strategies that will help pupils learn and develop pupils’ understanding by encouraging the use of correct terminology. Because lessons are well planned teachers are very clear about what they want pupils to learn and they share this information with them. In the reception

class, for instance, learning objectives are written on cards for each of the activities that are available and this helps to remind children about the purpose of the work they are doing.

11. Teachers and pupils are very well supported by able teaching assistants. The school has significantly increased the level of this support since the last inspection and it is having a very positive impact on pupils' learning. Adults in classes work together well and teaching assistants are very successful at supporting and encouraging pupils of all abilities including those with special educational needs. Teachers use this valuable resource in a variety of ways to support pupils' progress. So in some lessons teaching assistants act as scribe for the less able pupils, giving pupils the opportunity to express their ideas on how to improve their writing, and at the same time ensuring their interest and concentration is maintained. In other lessons they support the teacher by noting down how well pupils are achieving and this is shared at the end of the lesson so that the next steps for learning can be planned. Teaching assistants work sensitively with their pupils giving them lots of encouragement and praise and this helps pupils to remain on task and to persevere when work is challenging. This leads to a real sense of achievement and positively enhances pupils' self esteem. There is currently no extra adult support in the reception class and this makes it difficult for teachers to fully concentrate on supporting children through small group work. This has a negative impact on the quality of teaching. Equally there are times when children are involved in self-chosen activities where the support of an adult would raise the quality of their learning.
12. Teachers are very skilful at using a wide range of teaching strategies to ensure that pupils are actively involved in lessons. This ranges from using stimulating resources, such as puppets to quickly engage pupils' interest to mathematics work sheets based on a popular television series. Teachers' very good understanding of how less able pupils learn ensures that activities in mathematics, for instance, are practical and involve real life problems. Teachers make sure that there is a good balance in lessons between teacher and pupil talk. This not only supports pupils very good speaking and listening skills, it provides opportunities for teachers, through careful questioning, to assess how much pupils have learned. A distinctive feature of the teaching at Crossdale is the way in which teachers encourage pupils to be independent learners. They do this by giving them opportunities to think for themselves, to solve problems, to record their work in their own way and to be creative. Consequently pupils are very confident to have a go when faced with new learning. The very supportive working atmosphere in all classrooms ensures that pupils continually have a sense of being successful in their work. This has a very positive impact on pupils' personal development.
13. Teachers' enthusiasm and hard work are reflected in the stimulating and creative displays in classrooms and around the school. These not only celebrate pupils' achievements, but are useful sources of information and strongly support the positive ethos of the school.

The headteacher's very good leadership ensures excellent relationships throughout the school community. He and his deputy headteacher are very successful in establishing a positive and stimulating climate for learning and this supports good teamwork.

14. The headteacher and his deputy headteacher have worked hard to successfully develop a caring and supportive school ethos where staff, children and parents feel valued and respected. As a result all staff give of their best and have high

expectations of themselves and the pupils they work with. All staff present positive role models for the pupils in the school and this in turn leads to pupils very good attitudes and behaviour. The headteacher and staff have quite rightly earned the respect of parents and the wider community.

15. Well coordinated management structures have been successfully developed to promote good teamwork. The school's leadership group of senior teaching staff works closely with the Strategic Development Group (headteacher, deputy headteacher, chair and vice chair of governors) to agree and monitor priorities for school development. The responsibility for subject coordination is effectively shared between teachers of younger and older pupils and teachers plan together in regular base team meetings to ensure a consistent approach between classes. Very good working relationships have developed between teachers and teaching assistants. Good teamwork extends beyond the classroom to all areas of school life and includes office, midday staff and the site manager. The open plan design of the school encourages cooperative working and all staff take full advantage of this to informally support each other and exchange ideas. This very good teamwork leads to a shared vision and a commitment for continuous improvement.
16. There is currently a large cohort of pupils in Years 3 and 4. The school is tackling this issue through employing additional teaching and non-teaching staff and pupils are being taught for part of each day in mixed aged groups. Staff have readily taken on board the need for close liaison and joint planning. This arrangement is working very successfully and pupils in these classes are making good progress.
17. Governors also work well as a team. They are very committed and work effectively to support the school. Their well established committee structure means they know the school well and are active in shaping its direction. Many governors regularly visit classrooms to learn about new initiatives and to monitor the progress of agreed priorities for development. Although they work closely with the headteacher and staff of the school governors have a clear understanding of their roles and responsibilities and are keen to ensure that decisions are agreed corporately after all options have been discussed. The chair of governors enjoys a good working relationship with the headteacher. He is fully informed of the work of the school and together with the headteacher has a clear strategic view for future improvement. They ensure that resources are well used and that the school budget is carefully linked to agreed priorities.

Pupils are well cared for and valued. The school is particularly successful at supporting their personal development. Consequently pupils behave very well and continually strive to give of their best. They quickly develop into confident and independent learners.

18. All teaching and non-teaching staff in the school know pupils individually very well; they provide excellent care. One of the school's main priorities is that pupils should feel safe and happy when they come to school, so that they can become confident learners and give of their best. The excellent caring family ethos that the headteacher and staff have developed ensures that pupils and their parents feel welcomed and valued. There are very good child protection and health and safety procedures in place, which are well observed.
19. Pupils' well-being is further enhanced by the excellent way in which the school provides for their personal development. Many opportunities are found both within and outside lessons that encourage pupils to take responsibility, show initiative and work

independently. One of the most successful of these initiatives is the very active school council. This provides a very good forum for pupils from all classes to take responsibility, by addressing issues and agreeing solutions to problems that arise out of the day-to-day life of the school. Pupils take this responsibility seriously and appreciate the opportunity it provides for the development of a range of social and personal skills such as working as a team, negotiating, listening and appreciating a range of points of view, and learning to communicate effectively. Throughout the school day staff find many other opportunities for pupils to take responsibility. For example, they write the daily lunch menu on the notice board, help with visual and audio aids in assemblies and take it in turns to care for the school's pets and raise funds for national and local charities.

20. Because pupils feel valued and cared for their behaviour is very good and their attitudes to school are excellent. Pupils are very familiar with school rules, which are consistently but sensitively applied by all staff, and pupils abide by them. During breaktimes pupils play well together and it is particularly noticeable how older and younger pupils are often together in the playground. In lessons pupils cooperate well and are willing to persevere to solve problems or tackle a challenging piece of work. Pupils at all times show a very caring attitude both to each other and to adults and show respect for the thoughts and feelings of others. School assemblies provide genuine opportunities for pupils to reflect on their own and others' experience.

The school has developed excellent links with parents and this has a positive impact on children's learning. Parents value the caring family atmosphere that the school provides.

21. The excellent partnership that the school has with parents was recognised at the last inspection and remains a strength of the school. This is partly achieved through the very good information that parents receive. These include the school prospectus, regular newsletters of forthcoming events and detailed reports on their children's progress. These together with good guidance about how to help children with their homework, help parents to be fully informed of the standards their children achieve and how they can further support their children's learning.
22. Governors are also keen to make sure that parents know about their work and the decisions they make. As well as their annual statutory meeting for parents they also hold a meeting each year to explain to parents the priorities for the forthcoming year and to ask for their views. These are very well attended and parents appreciate their views being sought.
23. Parents play a major part in the day-to-day life of the school. There is a range of opportunities in which they can be involved. Some parents support teachers in classrooms, others are very active in the school's parent-teacher association, 'The Friends of Crossdale', and more recently a large number of parents are taking part in the major fundraising project Crossdale 2000. Parents of pre-school children run and attend the very popular 'Wednesday Club'. In all these activities parents work hard to support the school. They appreciate the very good leadership of the headteacher and the commitment of staff, but most importantly they feel very strongly that their views are listened to. As a result they feel very valued and are proud to be part of the "Crossdale family".

The school has made very good improvements since the last inspection.

24. The school was last inspected in October 1997. Since that time there has been a steady improvement in national test results for eleven year-olds, and although national test results for seven year-olds have fluctuated during this time standards have generally remained above the national average. There has been an improvement since the last inspection in the quality of teaching for six and seven year-olds and an increase in the proportion of very good teaching for pupils in Years 3 to 6.
25. The previous inspection report identified some areas for improvement and the headteacher and staff have worked very hard to tackle these issues successfully. The organisation of the curriculum for younger pupils has greatly improved. The school's successful introduction of the National Literacy and Numeracy Strategies has provided a sound framework for teachers to use in other lessons. Each curriculum area is now taught separately and teachers are very clear what it is they want pupils of differing abilities to learn. Consequently, their planning and teaching is much more focused and this leads to all pupils making good progress in their learning.
26. The second issue from the previous inspection was linked to developing a consistent approach to assessing pupils' work. Good procedures are now in place to ensure that regular assessment takes place. Through frequent formal and informal assessment teachers now judge how well pupils are learning and track their progress over time. Teachers are beginning to use this information well to identify pupils who may need extra support, to set individual and group targets, and in the upper school, to set statutory targets for national test results. Teachers have also developed portfolios of pupils' work in English and science to support a consistent approach to teacher assessment throughout the school.
27. The third issue was to develop the role of curriculum leaders and this has been addressed very successfully. Curriculum leaders now have more opportunities to monitor pupils' work and teachers' planning and analyse test results. Very good guidelines have been introduced to support their role in monitoring the quality of teaching. All curriculum leaders carry out an annual review of their subject and are responsible for managing a budget. This good delegation ensures that they are beginning to develop a strategic view of their subject and have a significant role in shaping the future direction of the school. The role of curriculum leaders continues to be a priority for development for the school.
28. Finally there has been a significant increase in the provision of computers since the last inspection and this is supporting pupils learning in information and communication technology.

The school provides a wide range of learning opportunities to which they ensure all pupils have access including excellent extra-curricular provision.

29. One of the school's aims is to "offer a broad and balanced curriculum presented in a relevant manner"... "making education an enjoyable and fulfilling experience". Staff are very successful in meeting this aim. They have managed unusually well to not only successfully introduce the National Literacy and Numeracy Strategies, but also at the same time have retained the time, willingness and enthusiasm to provide stimulating lessons in other subjects and ensure that all classrooms are attractive and support pupils' learning. The school works hard to provide a number of cross-school initiatives during the year and of particular note are the school's drama productions, which include all pupils. Parents are very appreciative of these

opportunities and see them as positively enhancing their children's self confidence and their personal development.

30. Further learning opportunities are provided through the school's excellent extra-curricular provision. There are currently over 20 clubs which take place before and after school and during lunchtimes. These are well led by teaching staff and members of the local community, and provide a wide range of opportunities for pupils to extend their knowledge and skills.
31. The school also uses the local community well to support pupils' learning and their personal development. The successful reading partners scheme is a good example, where members of the local community come into school regularly to hear pupils read. The school is very appreciative of this support and has carried out an analysis showing how standards in reading have improved as a result of this work. This, together with activities that take pupils out into the local community, not only helps to raise standards but also enhances pupils' cultural and social development.

WHAT COULD BE IMPROVED

The way in which the school uses data and other information from its monitoring procedures.

32. Since the last inspection the school has introduced some clear monitoring procedures to help them evaluate how well pupils are achieving and progressing in their learning and to evaluate the quality of teaching in lessons. The data and information that the school receives from these monitoring procedures now needs to be used more effectively and consistently to support further improvements in the standards pupils achieve and the quality of teaching and learning. The school recognises the need for these developments and they form part of the school's current development plan.
33. Good formal and informal assessment procedures have been introduced to monitor pupils' progress in English, mathematics and science. The information from these assessments now needs to be used in a more consistent and proactive way. For example, the school uses a range of data to set statutory targets for pupils in national tests for eleven year-olds. Data from baseline assessments and other formal and informal assessments of younger pupils is used to analyse progress and to inform teaching. It is not used to set challenging targets for national tests for seven year-olds.
34. Data from assessment procedures is also beginning to be used to track pupils' progress and to set group and individual targets for improvement. These procedures need to be further consolidated and used more consistently, so that individual targets are agreed and discussed with parents and pupils throughout the school, and all pupils are very clear about what they need to do to further improve.
35. The headteacher, senior managers and subject leaders have introduced an extensive programme for monitoring the effectiveness of teaching throughout the school. The school has produced a very good document supporting this work that clearly sets out a framework and code of practice, within which monitoring takes place. These clear procedures have ensured that the process has been seen by teachers to be supportive and a central part of their professional development. More work now needs to be done to help curriculum leaders to evaluate more critically so that they have an impact on improving the quality of teaching and learning and can identify what needs to be done to ensure that the school continues to set challenging targets and achieve

high standards.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- (1) Use the data and information it receives from its monitoring and evaluation systems more effectively in order to:-
- set challenging targets for all pupils;
 - further develop and consolidate target setting procedures so that all pupils and their parents understand what they need to do to improve;
 - further support the work of curriculum leaders in their monitoring role so that they can evaluate and reflect critically on ways of improving the quality of teaching and learning to ensure continued high standards throughout the school.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	17
Number of discussions with staff, governors, other adults and pupils	13

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	7	5	0	0	0
Percentage	0	29	41	29	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s].

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		203
Number of full-time pupils known to be eligible for free school meals		12

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		40

English as an additional language

	No of pupils
Number of pupils with English as an additional language	3

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	4.75%

Unauthorised absence

	%
School data	0.3%

National comparative data	5.6%
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National comparative data	0.5%
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	23	18

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	16	18	20
	Girls	16	18	17
	Total	32	36	37
Percentage of pupils at NC level 2 or above	School	78 (91)	88 (91)	90 (85)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	18	20	23
	Girls	17	17	18
	Total	35	37	41
Percentage of pupils at NC level 2 or above	School	85 (88)	90 (85)	100 (100)
	National	85 (84)	89 (88)	89 (88)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	15	16

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	14	15	16
	Total	29	30	31
Percentage of pupils at NC level 4 or above	School	94 (85)	97 (93)	100 (96)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	15	15
	Girls	14	15	16
	Total	29	30	31
Percentage of pupils at NC level 4 or above	School	94 (85)	97 (93)	97 (96)
	National	72 (70)	74 (72)	82 (79)

Percentages in brackets refer to the year before the latest reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	189
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	22.3
Average class size	24.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	105

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	
Number of pupils per qualified teacher	
Total number of education support staff	
Total aggregate hours worked per week	
Number of pupils per FTE adult	

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1
Number of teachers appointed to the school during the last two years	1.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Financial information

Financial year	2000
	£
Total income	432140
Total expenditure	436959
Expenditure per pupil	2032
Balance brought forward from previous year	26821
Balance carried forward to next year	22002

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	196
Number of questionnaires returned	140

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	73	26	1	0	0
My child is making good progress in school.	66	30	1	0	0
Behaviour in the school is good.	70	29	1	0	0
My child gets the right amount of work to do at home.	48	46	4	1	1
The teaching is good.	79	21	0	0	0
I am kept well informed about how my child is getting on.	53	45	1	1	1
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	71	28	0	0	0
The school works closely with parents.	69	30	1	0	1
The school is well led and managed.	81	19	0	0	0
The school is helping my child become mature and responsible.	71	26	1	0	1
The school provides an interesting range of activities outside lessons.	84	12	0	0	2