

# Crossdale Drive Primary School

## Inspection report

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<b>Unique Reference Number</b>	122652
<b>Local Authority</b>	NOTTINGHAMSHIRE
<b>Inspection number</b>	292467
<b>Inspection date</b>	23 May 2007
<b>Reporting inspector</b>	Gill Broadbent

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	195
School	
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Ian Walker
<b>Headteacher</b>	Mr Chris Conway
<b>Date of previous school inspection</b>	15 January 2002
<b>School address</b>	Crossdale Drive Keyworth Nottingham Nottinghamshire NG12 5HP
<b>Telephone number</b>	0115 9748088
<b>Fax number</b>	0115 9748078

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<b>Age group</b>	4–11
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## Introduction

The inspection was carried out by an Additional Inspector during one day.

## Description of the school

This very popular, smaller than average sized school attracts pupils from the local and wider communities. A few pupils are known to be entitled to free school meals. Very few pupils come from minority ethnic groups or are learning to speak English. An average proportion of pupils have learning difficulties or disabilities. Each year children enter the Reception class with varying levels of skills which are currently above those expected for their age.

## Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 1

This outstanding school fulfils its aims of creating high quality through its unique Crossdale Family concept. Everyone is 'working together for the benefit of all'. Consequently, pupils usually achieve exceptionally high academic standards in national tests. But the school does much more than this. The vast majority of parents appreciate greatly that their children's individual needs, interests and talents are met very well through an excellent, broad curriculum and an exceptional range of activities.

The clear vision and rigorous pursuit of continuous improvement through the inspirational drive and enthusiasm of the headteacher ensures that leadership and management at all levels are outstanding. The school's self evaluation process involves governors, staff, pupils and takes account of parents' views. Consequently, the senior leadership team diagnoses accurately what it does well and where it can improve. But, its self-assessment that the school is good is too modest: it is outstanding. Therefore the issues they had identified were already being tackled effectively. Furthermore, improvements made to the use of assessment information since the last inspection demonstrates that the school has an outstanding capacity to improve and provides excellent value for money.

The impact of teaching and learning is outstanding because of the consistently good and at times excellent teaching in all bases of this open plan school. The rigorous checks made on each pupil's progress are used extremely well to help pupils reach their challenging targets. Teachers have high expectations so that the achievement of more able pupils and those of different abilities is outstanding. They use a very good range of activities and teaching strategies.

Care, guidance and support of pupils are excellent. Strong links with other agencies and the local authority ensures excellent provision for pupils with learning difficulties and disabilities. These are reflected in the views of many parents and adaptations to the school building so that the needs of pupils with a wide range of difficulties and disabilities are met. The provision and standards in the Reception class are good. The school's facilities for learning outside in the Foundation Stage are not fully developed. Action already taken is effectively bringing about improvements.

Pupils' personal development and well-being are outstanding. They feel safe in school because they know staff will care for them if they are hurt or worried. Their behaviour is excellent. Bullying is rare but if it happened, pupils' know it would be dealt with properly by the headteacher. A Healthy Schools gold award demonstrates that pupils are encouraged extremely well to lead healthy lifestyles.

Their spiritual, moral, social and cultural development is outstanding. So, in a safe, stimulating, learning environment the pupils cannot wait to get to school. They work hard and develop a real thirst for learning. Pupils know they are exceptionally well prepared for their economic well-being and future lives. They understand the purpose of taking part in fundraising activities, working in teams and, by learning to respond positively to constructive criticism, to improve. Pupils make an outstanding contribution to the community and, over time, have consistently raised funds to support a school in Kenya where they have provided two classrooms.

### What the school should do to improve further

- Improve the outdoor learning facilities for children in the Reception class.

## **Achievement and standards**

### **Grade: 1**

Over time, pupils make consistently good progress throughout the school so that achievement is outstanding. They usually reach well above average standards in English, mathematics and science by the end of Year 6. There are occasions when this is not the case, such as in 2005, when standards were average. This still represented outstanding achievement because that particular group of pupils had relatively lower starting points. Currently, standards are above average in Key Stage 1 and well above average in Key Stage 2. Some boys enter the Reception class with lower skills than girls in writing. By the end of Year 6 the school has successfully narrowed the gap between the standards in writing of boys and girls. This is a national problem but the school is doing very well to raise standards and achievement in writing, especially for boys.

## **Personal development and well-being**

### **Grade: 1**

Personal development and well-being are outstanding. Pupils become mature, responsible, articulate young people who contribute a great deal to school life. They care for the environmental area, spend time helping younger pupils and take part in school productions. Pupils appreciate greatly the excellent range of after-school activities which encourage them to lead healthy lives. Pupils sensitively discuss their use of a 'prayer tree' in times of joy or sorrow. Their respect and celebration of other cultures and faiths is developed through assemblies, religious education and shown by their warm welcome to pupils from minority ethnic groups. They understand their own learning exceptionally well because this is developed systematically throughout the school from the Reception class. Attendance remains above average but the school does all that it can to improve this.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

This is outstanding because of the fantastic team work that is based on the Crossdale Family concept where all staff know what they are expected to achieve and how they are to do it. Teachers' subject knowledge is thorough and it is used very effectively to plan lessons that cater for the needs of pupils of different ability groups. Teachers plan interesting and challenging activities at the right level for all pupils. Teachers use a wide range of strategies that are highly effective. Innovative use of 'hot-seating', drama, debating, investigations and challenges to make pupils 'think out of the box' all make learning active and motivational. Multimedia provides opportunities to enhance learning but is not used consistently. During lessons, teachers constantly check pupils' learning through careful questioning and adapt the lessons to the needs of individuals. They provide positive encouragement through marking that is consistently focused on pupils' targets, so that pupils know how well they are doing and what to learn next.

### **Curriculum and other activities**

#### **Grade: 1**

The school provides an outstanding curriculum that is truly balanced, consistently evaluated and improved annually in every subject area. This systematic review also takes into account

national initiatives and pupils' views. So, provision is constantly updated and adapted to meet pupils' needs, skills and talents. This ensures that the programme of activities becomes progressively harder throughout the school and caters for all ages and abilities very well. The curriculum is exceptionally enriched through theme days such as the innovative 'Awesome Athletes' science programme which was devised in collaboration with a local university. The development of the environmental area, residential visits, French and music all add to the excellent programme of activities.

## **Care, guidance and support**

### **Grade: 1**

Outstanding care, guidance and support are provided through the programme for personal development and well-being which permeates all aspects of school life. A pre-school group was established by a parent to prepare children before starting school. Excellent guidance and support is provided for pupils to prepare them to move to their next class or school. They play a full part in setting their own targets which are shared and reviewed regularly with their parents so they know how well they are doing and what to achieve next. The assessments of pupils' progress are very well used by teachers to plan focused support by high calibre teaching assistants and adult volunteers. Their help and support is greatly valued by pupils who are often able to choose between working in groups or individually. The school meets the latest statutory guidelines regarding the safeguarding and protection of pupils. Staff and governors conduct regular health and safety checks and have addressed a safety issue raised by one parent.

## **Leadership and management**

### **Grade: 1**

The headteacher's vision for the Crossdale Family concept and its 'aims into practice' form the bedrock of the school's success. These have been developed successfully over time and embodied in a process of systematic, continuous improvement. They outline clearly the educational purpose and benefits for pupils of every activity undertaken by the school. Annual planning is meticulous, based on reviews of subject coordinators and other reviews conducted by the leadership team and governors.

Management's detailed planning of actions to be taken ensures that improvements are prioritised according to their potential for improving pupils' achievement. These are linked to performance management and the monitoring of the quality of the teaching and learning. They are organised into activities that are manageable and achievable. Their impact on pupils' achievement is measured.

Governors are extremely challenging and determined that their actions make a difference to pupils' achievement. They play an important role in establishing the strategic development of the school. This has ensured that longer-term expensive projects are very well planned, such as the adventure play area and improvements to the building which ensure equality of access for all.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	1
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	1
The attendance of learners	2
How well learners enjoy their education	1
The extent to which learners adopt safe practices	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	1

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

24 May 2007

Dear Pupils

Inspection of Crossdale Drive Primary School, Keyworth, Nottingham, NG12 5HP

Thank you very much for your kindness and welcome when I visited your school recently. This letter is to tell you about some of the important things that I found out about your school.

Your school is outstanding. It is stimulating, exciting and provides you with lots of interesting activities that help you to achieve high standards in national tests and in other subjects too, like art and history. Pupils who find learning difficult also achieve very well. You thoroughly enjoy learning because teaching provides you with work that is challenging, but not too hard. Your behaviour is excellent and you concentrate very well in lessons. I was most impressed by your understanding of the importance of learning how to improve by accepting and acting upon constructive criticism. You told me how much you enjoy all the many activities that the school provides. You really appreciate the help you receive from the staff and volunteers. You make a wonderful contribution to your school and the wider community. I'm sure that the children in Kenya really appreciate the support that you and your school have given them, especially by providing two classrooms.

I have asked the school, and they have agreed, to improve the outdoor learning facilities for children in the Reception class.

I was pleased that staff will help to prepare you for changing schools in September and hope that you continue to enjoy your learning as much there.

Yours sincerely

Mrs Gill Broadbent

Lead Inspector