

Crumpsall Lane Primary School

Inspection report

Unique Reference Number	105486
Local Authority	Manchester
Inspection number	324228
Inspection dates	18–19 May 2009
Reporting inspector	Derek Aitken

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	459
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mrs Angie O'Hagan
Headteacher	Mrs S Barrett
Date of previous school inspection	25 January 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Crumpsall Lane Crumpsall Manchester M8 5SR
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Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This large school is situated to the north of the city centre. The vast majority of its pupils come from families of minority ethnic background. Pupils of Pakistani origin comprise over half the number of all pupils. Most pupils speak English as an additional language. The percentage of pupils eligible for a free school meal is well above average, while the proportion of pupils with learning difficulties and/or disabilities is slightly above average. The headteacher took up her post in September 2007 and since then a new school leadership team has taken shape. Provision for the Early Years Foundation Stage comprises Nursery and Reception classes. The school holds the National Healthy Schools Award (Silver), the Activemark, the Artsmark (Gold) and the Manchester Inclusion Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school, well regarded by parents. It is led and managed well. After two years of declining performance in 2006 and 2007, very effective work undertaken by the headteacher and new senior leadership team has improved standards and restored pupils' achievement to its previous good level. School leaders used the support of the local authority well to begin the process of renewal and, in so doing, developed the school's own good capacity to sustain these improvements. Leaders have tackled weaknesses in provision with determination and achieved much within five school terms. They recognise that there is still more work to do on all fronts to raise standards further. Overall, the school has improved satisfactorily from its previous inspection, is well set for further improvement and offers good value for money.

Despite the recent changing fortunes of the school, an enduring strength has been the good quality of pupils' personal development. Crumpsall Lane is a harmonious multi-racial community where pupils of widely different backgrounds play and work together happily. Pupils are lively, outgoing and friendly and the numerous opportunities they have to take on useful roles in school encourage responsible behaviour and a growing sense of independence. The school's constant work to promote pupils' well-being has been recognised in its recent awards.

Children get off to a good start in the Early Years Foundation Stage. Children make faster progress in Reception than in Nursery because teaching in Reception is better focused on extending the skills of each child. The vast majority of children speak English as an additional language and, despite good progress in this skill, weaknesses in literacy, especially amongst the boys, persist when they join Year 1.

Pupils make good progress in Key Stages 1 and 2. In recent years girls' attainment has been superior to boys in all subjects, but the school has been successful this year in significantly reducing the gap as boys are now catching up in Key Stage 2. By the end of Year 6, pupils achieve well. Standards, however, remain just below average in all subjects. Pupils do least well in writing, where promising initiatives to improve standards are at an early stage. The wide-ranging provision for vulnerable pupils, including pupils with learning difficulties and/or disabilities, helps them make good progress alongside their classmates.

The curriculum makes a good contribution to pupils' development. It is effective in ensuring pupils have a good understanding of healthy lifestyles and how to stay safe, and provides them with a rounded appreciation of the arts, including music and drama. Well considered initiatives, such as short lessons designed to boost pupils' reading and mathematical skills, have been important factors in improving pupils' standards. Teaching is good. Teachers manage pupils well and provide pupils with interesting lessons. Relationships are good, pupils try hard to concentrate and persevere in their work. Most pupils participate enthusiastically in activities in lessons. Care and welfare arrangements are of good quality and this promotes pupils' positive attitudes very well. The school's systems for tracking pupils' progress and identifying pupils who would benefit from extra support are effective in supporting their learning.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Early Years Foundation Stage provides a good education for the children. Children join the Nursery with skills that are well below national expectations in all areas, especially in literacy and some aspects of their personal development. By the end of Reception they have made

good progress in all areas of learning, especially in their personal development. All staff make a valuable contribution to nurturing children's emotional and social skills. As a result children quickly form secure relationships and develop positive and enthusiastic attitudes towards their learning. Welfare requirements are met well. Children feel secure in this safe and welcoming environment. Children's progress in Reception accelerates as in these classes the staff make good use of observations and assessment information to plan in detail to meet individual needs. The Reception staff use resources, including the outdoor environment, very well to provide interesting activities to enhance children's learning. Key workers are effective in supporting individual children. In contrast, opportunities are sometimes missed in Nursery to develop children's skills fully, for example, in speaking and listening, and less imaginative use is made of resources to extend learning. Parents are encouraged to be involved in their children's learning through programmes such as Stay and Play, but the notion of parents as full partners has yet to be fully developed. The Early Years Foundation Stage is well led and managed. The leader has a keen appreciation of strengths and weaknesses and has implemented useful improvements.

What the school should do to improve further

- Raise standards in all subjects, especially in writing.
- Ensure that provision in Nursery consistently matches the good quality provided in Reception.

Achievement and standards

Grade: 2

Pupils build well on their earlier attainment as they progress through the school. Standards are below average on entry to Year 1, especially in literacy and aspects of numeracy. Good teaching, combined with a variety of support programmes, which are well adapted to the needs of classes, groups and individual pupils, underpin pupils' good progress in all years thereafter. These programmes have been especially successful in Key Stage 1 in helping pupils acquire a firmer command of skills such as reading. Effective action has been taken to improve standards in science, which lagged behind at the previous inspection. After a slump in the previous two years standards in all subjects recovered well in both key stages in 2008 and targets in science were exceeded. Inspection evidence indicates that this improvement is being sustained this year. Standards in all subjects are below average, but nudging closer to nationally expected levels. A greater emphasis on more interactive methods of learning has contributed well to the improved achievement of all pupils. Some improvements have been made in writing but this remains pupils' weakest skill.

Personal development and well-being

Grade: 2

Pupils are friendly and good natured. They talk proudly about their school and take a keen interest in telling visitors about it. They behave well, showing due consideration for others, for example, during ball games in the busy playground. The good opportunities they have to take responsibility, for example, as junior wardens, playground pals and as school councillors, enable them to engage well in the life of the school and grow in self-esteem and independence. Pupils of all races and faiths mix well with each other so that no one feels left out. Spiritual, moral, social and cultural development is good. Special theme and super learning days effectively promote cultural awareness. These draw successfully on arts-based activities, such as carnivals and international topics, and contribute well to pupils' enjoyment of school. Attendance is

satisfactory, but is affected by absence due to religious observance and extended visits to parents' countries of origin. Overall, pupils develop well the skills they need to succeed in later life.

Quality of provision

Teaching and learning

Grade: 2

Teachers manage pupils well and good relationships foster pupils' motivation, responsiveness and enjoyment of learning. Teachers plan effectively, so that work is set at the right level for pupils to achieve well. Pupils are clear about what they are expected to learn. Teachers question pupils skilfully to help them think independently and reflect on what they have learnt. Teachers maintain a good balance between leading pupils' learning and providing interesting activities to help them learn effectively both individually and in small groups. Strategies to promote pupils' progress and engagement in their learning, such as paired-partner routines, are generally used well. Most lessons proceed at a good pace, but on a few occasions starter activities continue too long, slowing the rate of learning. Similarly, but more rarely, opportunities are missed to push on the learning of higher attaining pupils. Teachers' use of marking has been adapted successfully to support the school's new initiative to improve pupils' writing skills.

Curriculum and other activities

Grade: 2

The curriculum meets the needs of pupils well. A successful emphasis on developing pupils' skills in speaking and reading supports their good achievement in English. A new initiative to boost writing is showing early signs of impact. The school has good plans in place to reinforce and extend writing and numeracy skills through the adoption of a topic based approach. A good programme for developing citizenship is amply reflected in pupils' understanding of their responsibilities to the school community. Residential visits provide Year 5 pupils with useful opportunities to acquire new skills, while video-conferencing and lessons in Spanish provide valuable extra spice to pupils' learning. These activities, which are complemented by a wide range of enrichment, including specialist tuition in music, support pupils' enjoyment of school well.

Care, guidance and support

Grade: 2

Systems to ensure pupils' welfare and health and safety are good. Child protection arrangements are in place and meet current government guidelines. The work of well trained teaching assistants and mentors meets the diverse pastoral needs of vulnerable pupils successfully and ensures pupils have full access to the curriculum. Support for pupils who are at an early stage of learning English as an additional language is well planned, enabling them to take successful steps in their learning. Good links with outside agencies ensure that pupils and their families are well supported in times of difficulty. The school has firm pro-active systems in place to promote racial harmony, good attitudes and behaviour and pupils' self-esteem. Recent initiatives to boost attendance have had a positive impact in reducing persistent absenteeism in individual cases. Academic guidance is good. Leaders' clear understanding of strengths and weaknesses in pupils' attainment ensures support programmes are relevant to individual needs.

Leadership and management

Grade: 2

The headteacher and senior leadership team provide clear vision for the school. They are firm in their pursuit of the best for their pupils and have a strong commitment towards providing equal opportunities for all pupils. The success of their work is reflected in a school community where pupils of all faiths and cultures are respected and thrive in their personal development. Increasingly, their efforts, which are supported well by their colleagues, are proving successful in improving pupils' standards and achievement. Careful monitoring has enabled other senior staff, including leaders of key subjects, to gain a clearer picture of what is working well and what needs further improvement. Leaders have made good use of aspirational targets to raise the bar for pupils and staff alike. The strengths of individual staff have been built upon and weaknesses tackled through challenge and supportive coaching arrangements. The school exploits the rich diversity of cultures within the local and national community well to promote community cohesion, but readily acknowledges scope for further development of the global aspect of its work. Governors support and challenge the school well because they take a full part in self-evaluation processes.

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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	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 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.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

My colleagues and I really enjoyed meeting you when we came to inspect your school. Thank you for being so kind and helpful. We especially liked the fact that you were keen to chat to us and ready to share your opinions about school at break and lunchtimes. You go to a good school.

These are some of the best things we found out about your school.

- Children get off to a good start, especially in Reception. By the time you leave school in Year 6 you have made good progress. Nonetheless, your standards are a bit below average.
- Your personal development is good. What really stands out about this is the way pupils of all faiths and languages accept and get along with each other. This helps all of you to feel safe and enjoy school.
- You are well taught and the school has put in place useful schemes to help you make faster progress, for example, guided reading lessons.
- Staff look after you well.
- The headteacher and her senior staff want the best for you, direct the work of the school well and have put in place several good ideas to help you improve your learning.

We have asked the school to do the following to help to make it even better.

- Make sure that your standards are raised some extra notches, especially in writing.
- Make sure that the children in Nursery always learn as well as those in Reception.

You can help by keeping up your positive attitudes and behaviour and by attending very regularly.