

Crosby Primary School

Inspection report

Unique Reference Number	117934
Local Authority	North Lincolnshire
Inspection number	326719
Inspection dates	13–14 November 2008
Reporting inspector	John Heap

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)	527
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	Mr Howard Rea
Headteacher	Mrs Heather Reid
Date of previous school inspection	1 September 2005
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Frodingham Road Scunthorpe DN15 7NL
Telephone number	01724 844216
Fax number	01724 853141

Age group	3–11
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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a much larger than average sized primary school which serves a diverse population in an area with high levels of social and economic disadvantage. The proportion of pupils entitled to free school meals is above the national average. Pupils are from mixed backgrounds. A high proportion are from a wide range of minority ethnic heritages, and the number of pupils learning English as an additional language is more than three times the national average. The main first languages are Bengali and Somali. Movement in and out of the school during the year is high. The proportion of pupils with learning difficulties and/or disabilities is around double the national average. The Early Years Foundation Stage (EYFS) is housed on two sites, a few minutes walk apart. A very small number of pupils are looked after by the local authority. The school provides a range of extended services. The school has successfully achieved the following awards: Basic Skills Quality Mark, Healthy Schools and Artsmark Gold. The headteacher has been in post since April 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

This is a satisfactory school with good features that provides sound value for money. The inspectors' judgement is lower than that of the school because the school's self-evaluation procedures, although satisfactory, are at an early stage of development. Nevertheless, the school is well thought of by pupils and their parents. A typical view from supportive parents is that the 'school staff are helpful at all times, and the children's welfare always comes first.' Inspectors agree that this is a caring school with procedures and practices for pupils' pastoral care that are first-rate.

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are good. Pupils enjoy school and their attitudes to learning are good. Behaviour is good around the school and pupils have a good awareness of their responsibilities to the whole school community, such as playing safely and looking after one another. Older pupils make a strong impact on the day-to-day smooth operation of the school through the responsibilities that they take on, for example, as members of the school council. There is also a welcome recognition that the pupils can have a wider interest and influence through representing the school on civic occasions and fundraising for those less fortunate than themselves. Pupils have a good and growing knowledge and understanding of the importance of leading healthy lifestyles.

Pupils' academic achievement is satisfactory. Standards at the end of Years 2 and 6 are well below average, but there is evidence that results in national tests are adversely affected by the high levels of movement in and out of the school during term time. Pupils with learning difficulties and/or disabilities and those from minority ethnic backgrounds make satisfactory progress in their learning. Pupils learning English as an additional language and those new to English benefit from the good partnerships with outside agencies and often make good progress. Overall, pupils are developing sound basic skills and these form a solid basis for their future education. Pupils do better in reading than they do in writing and mathematics. Progress in writing and mathematics is slower because there is not enough rigour in the way that individual learning targets are used to accelerate learning. Moreover, the marking of work does not provide a clear enough picture of the pupils' achievement of targets or what they need to do to improve further.

Leadership and management are satisfactory. The new headteacher is leading well by providing the whole school community with a vision for the future. School improvement planning identifies the right priorities and the measures of success are clear and challenging. Targets for pupils' performance are challenging and there is early evidence that they are being achieved. The senior leadership team is soundly focused on improving the satisfactory education provided for pupils by, for example, fostering greater consistency in the quality of teaching and learning. Currently, the regular monitoring of lessons lacks rigour because the focus is more on teacher performance rather than what pupils are learning. Governance is satisfactory. Statutory responsibilities are met and the governors provide a lot of support in the community and on matters such as the buildings and health and safety.

Effectiveness of the Early Years Foundation Stage

Grade: 3

Provision and children's progress in the EYFS are satisfactory with some good features. When children enter the Nursery, most have skills and abilities that are well below those considered typical for their age. By the time they leave the Reception class, skills and abilities remain well below expected levels. Nevertheless, children make good progress in personal, social and emotional development. Behaviour is very good, children are happy and feel secure and they benefit from the good relationships they form. Children at an early stage of learning English as an additional language progress well because of the high priority given by staff and outside agencies to lowering barriers to learning. Progress is satisfactory in communication, language and literacy, in mathematical development, in knowledge and understanding of the world and in creative and physical development.

Satisfactory management ensures adults plan a good range of learning activities that include a sound balance of children's free choice and those directed by the adult. Assessment of children's progress is not yet effectively linked to identifying the next steps in their learning. Outdoor provision is better in the Nursery where children have lots of opportunities to explore and develop physically. Children's welfare is promoted effectively through healthy snacks, adults' care for the children and the safe environment provided for them. In some lessons, children are expected to sit for far too long on the carpet focusing on the teacher, limiting the pace of the lesson and opportunities to explore and investigate.

What the school should do to improve further

- Raise standards in writing and mathematics.
- Improve the use of assessment information and the quality of marking so that pupils have a clear idea of their achievements and what they need to do to improve further.
- Introduce a more rigorous method of monitoring and evaluating teaching that focuses more on pupils' learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Pupils enter Year 1 with standards that are well below expected levels. They make satisfactory progress through Key Stage 1 but standards remain well below average by the end of Year 2. This has been confirmed over time by the results in national assessments. Progress in Key Stage 2 is satisfactory and standards are well below average. Again, this is confirmed by the results in national tests. Nevertheless, there has been an upward trend in national tests since 2005. Boys do a little better than girls. Early indications from the 2008 results are that the school met its target in English, but was lower in mathematics and science.

Pupils with extra learning needs, including those who have English as an additional language, make at least satisfactory progress and sometimes better. The large numbers of pupils who move in and out of the school during the year tend to reduce the school's published standards over time, as do the increasing number of pupils arriving who are new to learning English. These pupils, however, often make good progress.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being, including their spiritual, moral, social and cultural development, are particularly good and lead to respect among the pupils for each other and for adults, including visitors. Pupils recognise the difference between right and wrong and see the need for a community to have rules and values. Pupils have a strong appreciation of the need to lead healthy and safe lifestyles, so they get involved in sporting activities and play safely and sensibly in the playground. Pupils are confident that they can approach a member of staff if they have a problem. The older pupils also make a significant contribution to the day-to-day working of playtime, for example through the roles of 'Playground Star' and 'New to English buddies'. Pupils say they enjoy school and many parents agree with them. Attendance is satisfactory. The school works hard to improve pupils' basic skills and these give them a satisfactory basis for their future learning and life outside school.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory and pupils make satisfactory progress as they move through the school. Information and communication technology (ICT) lessons engage pupils' interests, have good pace and provide pupils with challenging activities. As a result, pupils make good progress, enjoy the activities and use their skills across other subjects. Relations in lessons are good and pupils enjoy what they are doing. Behaviour is managed well and there are few interruptions to learning.

However, there are inconsistencies in the quality of teaching across the school. In too many lessons, pupils are required to sit on the carpet listening to the teacher for too long. During these sessions, they lose concentration and the rate of progress drops. Teachers set targets for individual pupils to improve their work, but they are not reviewed often enough. In lessons, teaching does not frequently address the needs of those who are gifted and talented in specific subjects and rarely gives them opportunities to investigate and follow an independent line of enquiry.

Curriculum and other activities

Grade: 3

The satisfactory curriculum promotes personal development and well-being strongly. Of particular note are the well planned personal, health, social and citizenship education programme and the good range of activities that enrich the curriculum. These include plenty of visits, visitors and activities outside lesson times. Provision for academic development is satisfactory and promotes sound progress. Gifted and talented pupils benefit from the planned modifications to their curriculum, especially through joint work with other local schools. The support for pupils with English as an additional language is effective and helps them to make at least satisfactory progress and often good gains in their learning. Nevertheless, there are too few opportunities for pupils to use and develop their literacy and numeracy skills across their work in other subjects.

Care, guidance and support

Grade: 2

This good judgement includes significant strengths in the exemplary pastoral care provided and the satisfactory academic guidance that pupils receive. The school works very hard to lower barriers to learning, particularly for the most vulnerable pupils. The very good links with outside agencies mean that pupils with extra learning needs receive the level of personal support they need. The monitoring of pupils' behaviour, attendance and health and safety is robust and promotes good personal development and well-being. Safeguarding and child protection procedures meet statutory requirements.

Academic guidance is satisfactory. The new system for tracking pupils' achievements is detailed and up-to-date but it is too soon to judge its impact on raising pupils' achievement. Pupils are provided with learning targets and these are displayed on their desks. However, there are no indications about when the targets have been met and what the next one is. Equally, marking is regular but it does not provide a clear picture of how well pupils are doing or what they need to do next.

Leadership and management

Grade: 3

The new headteacher is providing good leadership after a significant period of disruption to the school caused by the extended absence of key staff. Leaders and managers have worked tirelessly and effectively to develop pupils' personal skills and abilities and in developing the excellent pastoral care. New procedures have been introduced to improve academic assessment and there is a clearer view emerging of how well pupils are progressing. Moreover, the clear focus on lowering the many barriers to learning that pupils have is promoting equal opportunities for pupils. A key factor in this is the very effective partnerships that have grown with a range of outside agencies. Through these links and an extremely wide range of extended services that effectively meet community needs, the school is showing a clear and positive commitment to promoting community cohesion. Given this evidence of a steadily improving picture, the capacity for further improvement is satisfactory. Nevertheless, the monitoring of teaching and pupils' academic work is too concerned with the performance of the teacher rather than pupils' learning. Priorities in the school improvement plan are accurately identified and the measures of academic success are increasingly focused on the challenging targets for all year groups. Governance is satisfactory. Although governors receive appropriate information from a range of providers, they do not pay enough attention to the monitoring and evaluation of the school's work. Financial management is prudent and effective.

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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?	3
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	3

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	3
How well do children in the EYFS achieve?	3
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?	3
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	3

Achievement and standards

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

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	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
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?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	3
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	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
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**

17 November 2008

Dear Pupils

Inspection of Crosby Primary School, North Lincolnshire, DN15 7NL

We thoroughly enjoyed our time in your school. We all felt that you showed the inspection team courtesy and politeness and you were very helpful at appropriate times. Well done. We judged your school to be giving you a satisfactory education and listed below are some of the important things we found.

We particularly liked:

- the high quality of care provided by the school
- the awards that show the staff and children want to teach and learn new basic skills and how to live healthily
- the strong support many of your parents give to the school
- the way you get on so well together and really enjoy school, your good behaviour and the fact that you feel safe
- the way that you take your jobs in school seriously and help each other
- the way that people outside the school help you to learn much more and make better progress.

To improve your school, we have asked the staff to help you to do better in writing and mathematics. Second, we have asked that the learning targets they set and their marking of your work makes it clear how well you are doing and what you need to do to improve your work. Finally, we have also suggested that when staff watch lessons they look more closely at how well you are doing and what you are learning. We are sure that you will want to help in this by continuing to do your best and follow the advice you are given.

Best wishes and good luck for the future.

Yours sincerely

John Heap

Lead inspector

(on behalf of the team)