

# Crescent Primary School

## Inspection report

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<b>Unique Reference Number</b>	132243
<b>Local Authority</b>	Nottinghamshire
<b>Inspection number</b>	328669
<b>Inspection dates</b>	2–3 March 2009
<b>Reporting inspector</b>	Bob Roberts

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.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School (total)	281
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
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Sue Shetliffe
<b>Headteacher</b>	Mrs Wendy Rose
<b>Date of previous school inspection</b>	25 January 2006
<b>Date of previous funded early education inspection</b>	Not previously inspected
<b>Date of previous childcare inspection</b>	Not previously inspected
<b>School address</b>	Booth Crescent Mansfield Nottinghamshire NG19 7LF
<b>Telephone number</b>	01623 468558
<b>Fax number</b>	01623 468885

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<b>Age group</b>	3–11
<b>Inspection dates</b>	2–3 March 2009
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## Introduction

The inspection was carried out by three Additional Inspectors.

## Description of the school

This is an average sized primary school. The proportion of pupils eligible for a free school meal is well above average and the school serves an area of high social and economic disadvantage. Very few pupils come from minority ethnic backgrounds. The proportion of pupils with learning difficulties and/or disabilities is well above average. There is an Early Years Foundation Stage that provides education for children aged three to five years. The school has a gold award for Healthy Schools, an Activemark for physical education and an Artsmark.

The headteacher, who joined the school in April 2008, is leaving at the end of this term and, pending the arrival of the newly appointed headteacher for September, there will be interim arrangements at the school for the summer term.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Crescent Primary is a good school. It has come a long way since being placed in special measures shortly after its establishment in 2002. A great deal of credit should go to all the staff at the school as well as those responsible for its leadership and management.

Pupils achieve well. Provision in the Early Years Foundation Stage is good but, despite their good progress, many pupils, particularly the boys, enter Year 1 below average in most aspects of their development. The provision they receive throughout the school is good. They receive good teaching and many benefit from extra support and booster sessions in literacy and numeracy. Their keenness to take part, to volunteer and to answer questions is, in part, a result of the good relations that are established by the teachers and their skilful teaching. The good curriculum provides stimulation and enjoyment. Pupils feel cared for and part of a community. As a consequence of this good provision, most pupils make good progress and reach standards generally in line with the national averages in English, mathematics and science by the end of Year 6. However, the school needs to raise the standards reached by boys and by all pupils in mathematics.

This is a very inclusive school and the personal development of pupils, as well as their academic progress, is good. Their social skills are developed exceptionally well. They rapidly become part of a community where orderliness and respect for others is the norm. Pupils clearly enjoy coming to school and attendance is good. Behaviour is excellent. In classrooms and around the school pupils are friendly and considerate. They are always looking for ways to contribute to the school and staff actively encourage them to contribute and to develop their confidence and independence.

Leadership and management at the school are good. The headteacher gives strong and purposeful leadership. Senior leaders support the headteacher effectively. A number of teachers are in new positions of responsibility at the moment and the school needs to ensure they develop the necessary skills. Governors support the school well. However, their capacity to monitor the work of the school through the promotion of race equality and the wider dimensions of community cohesion and to influence its future direction is underdeveloped. The parents who responded to the questionnaire which formed part of this inspection were very positive about the school. Although the school has improved significantly in recent years, due to the number of teachers in new positions of responsibility and the imminent change of headteacher, the school's capacity to improve further is satisfactory.

## Effectiveness of the Early Years Foundation Stage

### Grade: 2

Children enter the Nursery and Reception classes with knowledge and skills below those expected at their age, and they make good progress, although many do not meet their expected goals by the end of Reception. Good arrangements for them and their parents to meet staff and become familiar with the school help children to settle. The range of experiences provided is carefully tailored to meet the needs of the children. For instance, extra opportunities to interact with others, learn about sounds and letters, and acquire writing skills have boosted children's achievement in these key areas in recent years. Teaching is good. Staff quickly establish warm and caring relationships with children who feel safe and secure in the setting. There is a suitable balance of activities chosen by children and those led by staff. The splendid outdoor area is

used effectively to extend the opportunities for learning through play as well as to encourage children's physical development. Staff monitor children carefully and intervene when appropriate to encourage cooperation and learning. Children thoroughly enjoy coming to school. The arrangements to help them make the move from Reception to Year 1 are good as staff plan together to meet their needs. Communication with parents is good, and parents appreciate the provision made for their children. The Early Years unit is well led by a knowledgeable coordinator who has good links with a local network and a clear idea of what needs to be done to improve provision. For instance, it identifies the need to audit the provision against the new framework for such settings.

### **What the school should do to improve further**

- Raise standards amongst boys and those in mathematics for all pupils, particularly skills in mental calculation.
- Strengthen the capacity of the school to improve further by:
  - further developing the promotion of community cohesion
  - developing the capacity of governors in areas such as strategic planning and the monitoring and promotion of race equality
- ensuring that teachers with new responsibilities develop effective leadership and management skills.

## **Achievement and standards**

### **Grade: 2**

From low starting points on entry to the school, pupils make good progress to achieve standards generally in line with national averages by Years 2 and 6. The school has successfully accelerated the progress made by pupils in recent years by improving teaching and learning and by developing more robust systems for checking on pupils' progress and attainment so that those who need support are given it. Boys, girls and the substantial proportion of pupils who experience some difficulties in learning make equally good progress because they are well supported.

The school's self-evaluation enables it to identify precisely where weaknesses lie, and it takes suitable action to remedy matters. For instance, it has identified that standards attained by boys are below those of girls, as well as a general weakness in pupils' mental calculation skills, which occasionally slows their progress in some other subjects, such as science. As a result it has developed a range of strategies for boosting boys' attainment and provides additional opportunities for pupils to acquire and consolidate these skills, such as daily sessions when pupils learn their tables. The impact of these recent adjustments to the curriculum are not yet discernible in improved standards in mathematics.

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

### **Grade: 2**

The school provides a warm, supportive and stimulating environment and consequently much of the spiritual, moral, social and cultural development of pupils is good. Social awareness, in particular, is exceptionally well-developed through experiences such as assembly and the extremely well-organised formal lunchtime arrangements. Pupils thoroughly enjoy coming to school, as seen in their good and improving attendance. Behaviour is outstanding around the school and in lessons, and pupils play together well. They feel secure in school. The good range of sporting and other outdoor activities, such as the gardening club, encourages pupils to live healthy lifestyles. There are effective class and school councils. Through the school council

pupils show an awareness of safety issues, such as the recent letter from the chair of the Key Stage 2 council to parents concerning car parking at the school gates. There is a culture in the school of pupils taking responsibility and contributing to the community. Their good progress in literacy and numeracy, together with the excellent social development, means that pupils are being well prepared for the next stages of their lives.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

Staff establish good working relationships with pupils and effectively manage their time in school. As a result, most pupils are confident learners and most lessons are well paced. The quality of lesson planning is good and pupils are made aware of what they are learning. Accurate assessment is used effectively to plan tasks that are enjoyable, interesting and well matched to pupils' abilities and so they encourage participation. Increasingly, teachers plan tasks that are likely to appeal to and motivate boys, such as competitive games in teams. The three-part lesson is well established and pupils are made aware of what they are learning. Skilled teaching assistants provide good support and staff monitor pupils well, quickly prompting those whose attention occasionally wanders. Questioning is inclusive and skilful, often eliciting extended answers. Pupils are given time to think before they respond and, while all answers are valued, they are corrected when wrong. Teachers take good account of the different ways in which pupils prefer to learn, combining learning of tables or letter sounds with physical movements, for instance. They give good verbal feedback to pupils, and most encourage pupils to mark their own work and that of others when appropriate. Marking is satisfactory but somewhat inconsistent. At best, there is a good dialogue with pupils, who then correct and learn from their mistakes. However, pupils do not always have the opportunity to respond to comments or criticisms of their work.

### **Curriculum and other activities**

#### **Grade: 2**

A good and improving curriculum meets the needs of pupils well. The school is in the process of developing a thematic approach to curricular planning. The early indications are that this is helping pupils to make more meaningful connections in their learning, while making the curriculum more relevant and reinforcing the development of literacy, numeracy and computer skills. The opportunity to learn through sound and vision, through the use of interactive whiteboards, is having a positive effect on motivation among pupils, especially boys. Pupils' learning is extended by a good range of visits, such as the Key Stage 2 residential visit to Hathersage, and many other visits to places of local historical and environmental interest. Additional activities include visiting artists, musicians and theatre groups. A good number of out-of-school clubs and sports activities are well attended and enjoyed by many pupils. These make a significant contribution to pupils' personal development and their capacity to enjoy healthy and fulfilling lives.

### **Care, guidance and support**

#### **Grade: 2**

Staff have a strong commitment to the care of pupils and their welfare, and to helping them make the best academic progress possible. Pupils are well aware of their targets and find them

helpful in improving their work. Arrangements for the safeguarding of pupils meet statutory requirements and the school takes its health and safety responsibilities seriously. The inclusion of all pupils, whatever disadvantages they may have, is given a high priority, demonstrated for example, in the way in which the pupils join in 'signing' to include those with hearing disabilities. Extra help is provided in a wide range of ways to enable those pupils who need it to successfully catch up to the expected levels. The school has made the developing involvement of parents in the education of their children a priority. This is proving a challenge but there are a number of initiatives in place to encourage parental involvement.

## **Leadership and management**

### **Grade: 2**

The headteacher provides efficient, determined and purposeful leadership. Her energy and commitment has led to a number of improvements, such as greater consistency and understanding amongst subject leaders and coordinators about their roles. There is a strong sense of collaboration and collective responsibility among the staff. This has been a key factor in the improvement of the school since it came out of special measures in 2003. The headteacher, effectively supported by the deputy headteacher, has been able to build on this collective commitment. Due to recent circumstances beyond the school's control there have had to be a number of changes to responsibilities. Staff are settling in well to these new positions but their leadership and management skills require development. Inclusion is given a high priority. The school works effectively with partner agencies to ensure the well-being of its pupils. The school's promotion of community cohesion is strong in some aspects, such as its developing role in the local community, but underdeveloped with respect to the wider aspects. Governors are keen supporters of the school and well aware of its strengths and weaknesses. They are developing their capacity to contribute to long-term planning and to hold the school to account, but in areas such as the monitoring and promotion of race equality this is not fully in place. The majority of parents are supportive of the school. The school provides good value for money.





## 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	3

### 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 <sup>1</sup> 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

<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.

## Personal development and well-being

<b>How good are the overall personal development and well-being of the learners?</b>	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	2
The behaviour of learners	1
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

<b>How effective are teaching and learning in meeting the full range of learners' needs?</b>	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

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	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?	3
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	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**

4 March 2009

Dear Pupils

Inspection of Crescent Primary School, Booth Crescent, Mansfield, NG19 7LF

As you know, your school was inspected recently and this is to tell you about the results of the inspection. First of all I would like to thank you for the way you received us into the school. You were friendly and courteous, and a great credit to the school.

Crescent Primary is a good school. All the staff at the school have worked hard to make improvements since the last inspection. It is clear that you like coming to school and your attendance is good. Your parents are also very positive about the school. When you start school you become part of a community in which people work together and care for each other. The teaching is good, the activities are interesting, and many of you receive the extra help you need. Your behaviour is excellent and you show good manners and concern for others. Many of you like taking responsibilities or taking part in many of the activities you can do at lunchtime and after school. Most of you make good progress at the school and leave well prepared for the next stage of your lives.

There are things which we feel need to be improved. Although boys and girls make good progress, the school needs to try to raise the standards reached by boys. Standards in mathematics also need to be raised higher. There are also some ways in which the governors and those teachers in charge of the various aspects of the school can improve the way they do things.

You are making a strong contribution to the success of this school and we hope that you continue to progress and enjoy school in the future.

With best wishes

Bob Roberts

Lead inspector