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Mrs Heather Reid
Headteacher
Crosby Primary School
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North Lincolnshire
DN15 7NL

Dear Mrs Reid

Ofsted monitoring of Grade 3 schools

Thank you for the help which you and your staff gave when Andrew Clark, additional inspector, and I inspected your school on 17 November 2009, for the time you gave to our discussions and for the information which you provided before and during our visit. Please pass on our thanks to the pupils and staff who also gave up their time to meet with us.

As a result of the inspection on 13 to 14 November 2008, the school was asked to:

- 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.

Having considered all the evidence I am of the opinion that at this time the school has made inadequate progress in making improvements and satisfactory progress in demonstrating a better capacity for sustained improvement.

Since the last inspection in November 2008, there have been a number of staff changes and also some long term absences by key members of staff. Despite this, senior leaders have successfully introduced a regular cycle of monitoring lessons which focus clearly on how well pupils are learning. School records indicate that feedback to teachers is detailed, provides key points for development and also celebrates strengths in teaching. Pupils are spoken to regularly about whether they understand what they are learning in class and what they need to do to improve.



Regular meetings are held to evaluate how much progress pupils are making and if interventions and the use of assessment information are having an impact. Training and joint lesson observations with the local authority are planned for later in the year.

The unvalidated results of the 2009 national tests indicate that standards in writing at the end of Year 2 declined, as did standards in English at the end of Year 6. Although standards in mathematics by pupils at the end of Year 6 declined, there was a slight rise in the standards reached by pupils at the end of Year 2 and a significant rise in the proportion of pupils reaching level 5 in mathematics at the end of Year 6. These results continue a three year decline with the 2009 figures being significantly lower than those in previous years. Overall, leaders recognise that they have been unable to reverse this pattern in these subjects and pupils' progress has not been good enough especially in writing. Standards of work seen in classrooms and data provided by the school confirm this view. Work does not always match pupils' individual needs and there are limited opportunities for pupils to practice and improve their writing skills in a range of different situations and subjects. Tracking systems are now in place to identify pupils who need additional support. Booster classes, for example, the single sex mathematics club, have had a positive impact on raising standards, especially for girls and the more able pupils. Individual support is provided, particularly for those pupils who have special educational needs or who are new to learning English.

Whole-school training has been undertaken to implement a new system for assessing pupils' work and to involve them in understanding how to improve. This is being used successfully by some teachers and pupils talk confidently about their targets. In some lessons, pupils are encouraged to assess their own work which they find helpful enabling them to set challenges for themselves. However, this practice is not widespread and too often completing an activity is a measure of how well a pupil is doing. This, together with scant marking means that pupils do not know if they have met their target and what is the next stage of learning. Many books are unmarked and too often spellings and grammar mistakes are not challenged. Presentation is sometimes poor and work is unfinished. However, some marking is exemplary, gives clear guidance and ensures pupils learn from their mistakes.

Senior leaders recognise that the pace of change in some areas has been slow. Systems to monitor and evaluate teaching are now more robust and some teachers are working hard to ensure that assessment and marking have a positive impact on pupils' work and the standards they reach. The school has a higher than average proportion of pupils who join or leave the school other than at the expected times. A high proportion of pupils also have particular learning and behavioural needs and many are new to learning English. The school knows these pupils well and monitors their progress carefully to ensure they are able to access suitable work in class. Good use is made of staff from the diversity service and also from other pupils in order to communicate and encourage those who have little or no English so that they can join in lessons and other activities. Support has been sought from the local

authority and the school improvement partner who provide effective challenge for senior leaders. A thorough analysis of the progress made since the last inspection has been undertaken and leaders are well aware of where there is good practice and that much work still needs to be done to raise standards in writing and mathematics.

I hope that you have found the visit helpful in promoting improvement in your school. This letter will be posted on the Ofsted website.

Yours sincerely

Marianne Young
Her Majesty's Inspector