

# Crab Lane Primary School

## Inspection report

---

<b>Unique Reference Number</b>	105465
<b>Local Authority</b>	Manchester
<b>Inspection number</b>	344690
<b>Inspection dates</b>	16–17 March 2010
<b>Reporting inspector</b>	John Coleman HMI

This inspection was carried out under section 8 of the Education Act 2005 which gives Her Majesty's Chief Inspector of Education, Children's Services and Skills (HMCI) the authority to cause any school to be inspected. The inspection was also deemed a section 5 inspection under the same Act.

---

<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 of pupils on the school roll</b>	320
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Patrick Waterhouse
<b>Headteacher</b>	Mrs Pat Adams
<b>Date of previous school inspection</b>	16 April 2008
<b>School address</b>	Crab Lane Higher Blackley Manchester M9 8NB
<b>Telephone number</b>	0161 7402851
<b>Fax number</b>	0161 7950289
<b>Email address</b>	head@crablane.manchester.sch.uk

---

<b>Age group</b>	3–11
<b>Inspection dates</b>	16–17 March 2010
<b>Inspection number</b>	344690

---

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It rates council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the documentation in any way.

Royal Exchange Buildings  
St Ann's Square  
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)

W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2010

## Introduction

This inspection was carried out by one of Her Majesty's Inspectors and two additional inspectors. The inspectors visited 13 lessons, observed nine teachers and held meetings with staff, pupils, parents and carers, the Manchester Challenge adviser and the School Improvement Partner. A telephone discussion was held with the Chair of the Interim Executive Board (IEB). They observed the school's work and looked at school data, documents and policies, procedures for safeguarding, including the single central register, pupils' work, and evaluations of the school's improvement completed by the school. The returns of 42 parents and carers who responded recently to a questionnaire devised by the school and distributed prior to the inspection were also scrutinised.

- the school's progress against the issues from the previous inspection when it was placed into special measures
- pupils' attendance
- the progress made by boys.

## Information about the school

Crab Lane Primary School is larger than average and has slightly more boys than girls. There is very high proportion of pupils believed to be eligible for free school meals. The proportions of pupils from minority ethnic groups and those who speak English as an additional language are similar to those found nationally. There are above average proportions of pupils with special educational needs and/or disabilities, though the proportion with a statement of special educational needs is lower than average. There have been significant changes to the staff since the last inspection in April 2008 when the school was placed in special measures. They include the appointment of an executive headteacher in September 2009 who is contracted to her post until September 2011. The interim executive board provides the governance of the school. There is a breakfast club on the school site but this is not managed by the interim executive board and therefore was not inspected. Manchester Challenge provides support from an adviser and additional funding for consultancy, training and staffing.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Crab Lane Primary School is a satisfactory and strongly improving school. Due to good leadership, management and governance, the school's provision has improved and ensures that pupils make satisfactory progress and reach broadly average standards. In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures. Following the last inspection the school made a slow start to addressing the issues which were raised, but progress to remedy these accelerated rapidly during the current academic year. The school has a secure view of its strengths and weaknesses. Overall, this represents satisfactory capacity to improve.

The partnership between the interim executive board, headteacher and local authority responds successfully to the school's needs by holding it to account for outcomes for pupils and providing effective support and direction. The interim executive board provides decisive governance and effective strategic management for the school. The headteacher has built a strong senior leadership team which shares her vision for improvement and provides rigorous monitoring of the school's provision and outcomes for pupils. The curriculum leaders for English and mathematics are outstanding classroom teachers who lead by example. With the headteacher they analyse the outcomes of monitoring and provide accurate and insightful evaluations which identify areas for improvement. As a result, carefully targeted professional development brings about improvements to the quality of teaching, which is now satisfactory and improving, though there are significant variations between classes and subjects. The school's leaders have improved the curriculum by developing stronger links between subjects and using theme days to help pupils make sense of their learning. However, these developments are fairly new and are not yet fully embedded.

The quality of teaching and learning ranges from satisfactory to outstanding. In Years 2 and 6 it is consistently outstanding. However, overall there is too much satisfactory teaching to enable pupils to make better than satisfactory progress. The profile of teaching is improving owing to the effectiveness of the leadership's strategies. The variable quality of some features of lessons limits the impact on pupils' learning. For example, marking does not always enable pupils to know how to improve their work. In some lessons teachers spend too long on the explanation part of the lesson which then restricts the time available for pupils to engage in learning activities. In these lessons not enough is expected of how much pupils can learn in a given time. There are inconsistencies in how the results of assessments are used to ensure that pupils build on their prior learning. Opportunities for discussion are not always available for pupils to learn from each other.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

The rate of progress which pupils make in their learning is satisfactory overall. There are considerable inconsistencies between groups of pupils and across the subjects of the curriculum. For example, girls make consistently better progress than boys in English and mathematics in every year group in the school. The school is aware of this and has several strategies in place to narrow the gap, such as intervention groups in mathematics for boys in Year 5. Some impact can be identified in the school's very good tracking system and margins are being closed this year, but it is too soon to judge the full extent and overall impact because these are relatively new initiatives. The progress of all pupils is stronger in English than in mathematics. Progress in science is slower than in either English or mathematics. This reflects the order of attention given by the school to improving the attainment of pupils. Planning to improve pupils' learning in reading and writing is far more embedded than in other areas.

Pupils' attendance has historically been below the national average and the rate of persistent absence above average. The school has in place a range of rewards and sanctions to encourage pupils to attend. These include the celebration of good attendance in assemblies, on wall charts in classrooms and through newsletters which go home to parents and carers. Attendance rates have improved significantly this year and are now broadly similar to national averages. This improvement is quite recent and the school does not place enough emphasis on the impact of good and interesting lessons on the attendance of pupils.

**What does the school need to do to improve further?**

- Improve the rate of progress made by pupils, especially in science and mathematics and particularly for boys, by:
  - - continuing to develop the links between subjects so that pupils can make sense of their learning and use and develop their basic skills in every subject
  - - improving the attendance rates of pupils
  - - increasing the amount of good and better teaching.
- Increase the proportion and consistency of good and better teaching by:
  - - making better use of assessment so that the learning expected of pupils in lessons builds effectively from what pupils already know and can do
  - - improving the marking of pupils' work to provide feedback about how they can improve their work
  - - raising the expectations of what pupils are expected to learn in a set time so that the pace of learning is increased
  - - providing more opportunities for pupils to reflect on their work and to learn from each other through discussion.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

Outcomes for pupils are strongly improving and in all classes seen by inspectors, their progress is improving, standards are steadily rising and are now broadly average. In lessons seen during the inspection, the progress of pupils varied in direct proportion to the quality of teaching. Overall, pupils make satisfactory progress, though boys do not make as much progress as girls. Progress in reading and writing is better than in mathematics and in science progress is less. Pupils with special educational needs and/or disabilities make the same satisfactory progress as other pupils. In Key Stage 1 pupils' progress is satisfactory overall but in Year 2 it is outstanding. The levels of pupils' attainment in Year 2 national assessments have constantly risen since the last inspection and are near to average. In Key Stage 2 pupils make satisfactory progress overall and outstanding progress in Year 6. As a result, the attainment of pupils in Year 6 national tests has risen since the last inspection. The observations made by inspectors confirm the data tracking of the school, which shows that this year pupils in Year 6 are attaining broadly average standards.

Pupils enjoy coming to school as seen in their improving attendance and as evidenced in discussions with inspectors. Pupils say that they like school, feel safe and are keen to adopt healthy lifestyles. Many pupils enjoy taking part in the range of extra sporting activities provided by the school and this makes a good contribution to their well-being. They talk knowledgeably about healthy food and know the importance of a balanced diet. Sex and relationship education and information about the dangers of drugs enable pupils to understand how choices affect their lives. There is a wide range of jobs and responsibilities carried out by pupils in school and this helps them to develop their social skills and to contribute to the school community. Opportunities to engage in the wider community are less well developed. Pupils are gaining basic skills which will equip them for future life and education, including computer skills. The school helps pupils to develop their self-esteem and confidence very well through a high level of care shown by all staff. Pupils are knowledgeable about their own culture, faith and society but their awareness and understanding of other cultures is less strong.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

<b>Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate</b>	
Please turn to the glossary for a description of the grades and inspection terms	
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> Taking into account: Pupils' attendance <sup>1</sup>	<b>3</b>
	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

Overall, the satisfactory and improving quality of teaching is characterised by good relationships between pupils and staff, good behaviour and attitudes to learning from pupils and a high level of care shown by staff towards pupils whom they know well. There is an increasingly good use of information communication technology (ICT) to focus and extend pupils' learning. In an outstanding Year 6 lesson seen by inspectors, exceptional use of ICT resulted in pupils showing excellent independence, initiative and cooperation in group activities and discussion. Pupils studied 'Fair trade' as a theme and incorporated aspects of art, geography, ICT and literacy into their work. They painted backgrounds and made Plasticine models which they used to film an animation on the theme. They wrote the credits and edited the finished film. Later they wrote about their learning concerning sustainability. In some satisfactory lessons teachers talk for too long so that the time available for the activities is insufficient and pupils cannot complete their learning. The use of assessment, quality of marking and the expectations of what pupils should learn in each lesson are too variable.

The curriculum is broad and balanced and is becoming more relevant to pupils' needs by making connections between learning in different subjects. This cross-curricular dimension is adding interest and contributing to rising attainment and better progress. Suitable programmes are in place to speed up learning for pupils who are identified as underachieving. There are good extra-curricular opportunities, especially in sport. Some visits take place to enrich the curriculum, such as visits to the museum, and the school occasionally welcomes visitors to talk to pupils.

The level of care for individual pupils is good and all staff in the school are vigilant and attentive to pupils' personal needs. In the Early Years Foundation Stage, staff visit the home of every child before the child starts Nursery. This ensures that families are well informed about school and staff are knowledgeable about each child's needs. In Year 6 the transition arrangements for the move to secondary school are good. Vulnerable pupils are supported by the school's good and effective links with external agencies. Attendance is given a high profile and rates are improving. Parents and carers who spoke to inspectors were positive about the school's level of care and support overall.

*These are the grades for the quality of provision*

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The quality of teaching</b> Taking into account: The use of assessment to support learning	<b>3</b>
	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The headteacher provides clear direction and leads a strong team which is committed to improving the school. The leadership team has brought about significant improvement this year and its work is increasingly having an impact on pupils' progress and achievement. Leaders have successfully made up for the poor progress made immediately following the last inspection and have ensured satisfactory improvement overall since that time. Rigorous monitoring and evaluation ensure that an accurate view is held about the school's strengths and weaknesses and this is used well to target improvements. The quality of teaching is improving through the effective provision of professional training and development for staff. The impact on pupils' progress is most keenly seen in English where pupils have made significant gains in their reading and writing skills. Developments in mathematics and science are less well embedded but, nevertheless, are beginning to show evidence of improving outcomes for pupils. The impact of the use of ICT is similarly increasing the rate at which pupils learn. The tracking data shows that pupils are on track to achieve the challenging targets set by the school for their attainment this year.

The interim executive board is effective in holding the school to account for its performance and is well informed by the school and the local authority. It promotes the school's vision and plans effectively for its future. The board members have a range of skills which are used to good effect to question, challenge, review and direct the development of the provision. Advanced plans are in place for the governance of the school in the future. All the statutory safeguarding requirements are in place, such as the safeguarding systems for vetting and checking staff, and are of good quality. The school's finances are well managed and the satisfactory outcomes for pupils mean that value for money is satisfactory. The school makes a satisfactory contribution to community cohesion through local links but the development of partnerships with the wider community is less well established. The school promotes equality of opportunity for pupils and tackles discrimination, ensuring that pupils achieve satisfactorily overall, but the differences in the achievements of boys and girls have yet to be fully resolved.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b> Taking into account: The leadership and management of teaching and learning	<b>2</b>
	2



**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

**Early Years Foundation Stage**

Children achieve satisfactorily overall from a range of starting points which are mostly below those seen in children of this age nationally. The staff know the children very well and provide good care and support from the start. They effectively take account of children's individual needs and interests. Children with special educational needs and/or disabilities are identified early and their needs are met satisfactorily. Personal and social skills are developed well. Children soon settle in and are content. They know that their behaviour affects others and they generally know how to behave, though some need constant reminders. Most children achieve below the levels expected for their age. Children generally enjoy learning. They make some of their own choices from the accessible and well-resourced provision. The use of the outdoor provision is improving, but it is not maximised all of the time to ensure that children get every opportunity to learn in this environment. At times, as staff work alongside children, they miss opportunities to develop and extend children's speaking skills. Most children have better listening than speaking skills. The setting is managed satisfactorily and staff are very well qualified, working together with common purpose to encourage children successfully so they make satisfactory overall progress and sometimes good progress in reading. Self-evaluation is generally accurate and there is an overview of strengths and where improvement is needed. The assessment of children's achievements and planning their next learning steps is in place. However, there is no detailed assessment made of the impact of children learning in the outdoor environment. This limits the staff in improving children's learning and development still further.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

Parents and carers who spoke to inspectors and the returns to the school's questionnaire show an overall positive support for the work and performance of the school. Parents and carers say that the school is improving and they appreciate the information they receive about the targets pupils have for their learning. They also welcome the opportunities to discuss their children's progress during open evenings. Concerns were raised about the lack of a parent's or carer's voice on the board of the interim executive board and some parents and carers think that the communication from the school could be better. The interim executive board has advance plans to include representation from parents and carers in future governance arrangements. Communication from the school includes regular newsletters, twice yearly parent evenings, annual written reports and an open-door policy for parents and carers to make appointments to see staff.

## **Responses from parents and carers to Ofsted's questionnaire**

Parental questionnaires are not normally distributed for inspections conducted under section 8 of the Education Act 2005, unless inspectors have specific reasons to request that the school does so.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



18 March 2010

Dear Pupils

Inspection Crab Lane Primary School, Higher Blackley, Manchester, M9 8NB

Thank you for the warm welcome you gave the inspection team when we visited your school recently. We enjoyed being in your lessons and meeting with you and were particularly impressed by your behaviour and the good level of care, guidance and support provided for you by the school.

These are the main strengths of your school.

- It has improved a great deal since its last inspection. It is now a satisfactory school and cares for you very well. It no longer causes concern and does not need special measures.
- The school keeps you safe by having good, effective systems to check on people who work at the school and makes sure your health and safety are looked after.
- The headteacher and people who manage the school are good at improving the teaching, curriculum and raising the standards you achieve.

To help your school become even better, we have asked the headteacher and the school's leaders to do these things.

- Increase the proportion of lessons that are good or better.
- Improve the progress that the boys make and for all of you in science and mathematics.
- Improve your attendance.

You can do your part to help by ensuring that you attend school regularly and always work hard. The team joins me in sending you best wishes for your studies and we hope that you all do very well in the future.

Yours sincerely

John Coleman

Her Majesty's Inspector

**Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 08456 404045, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).**