

Crompton Primary School

Inspection report

Unique Reference Number	133286
Local authority	Oldham
Inspection number	381488
Inspection dates	6–7 December 2011
Reporting inspector	Lynne Read

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Steven Smith
Headteacher	Martin Moore
Date of previous school inspection	23 May 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed nine teachers. They held meetings with members of the governing body, managers, staff and groups of pupils. In observing the school's work, they looked at pupils' workbooks and files, assessment records, school policies and school development plans. In total 96 parental questionnaires were received, analysed and considered, alongside 103 questionnaires completed by pupils in Key Stage 2 and 21 by school staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The quality of learning and progress, particularly in mathematics at Key Stage 1 and in English in Key Stage 2.
- The quality of teaching provided and its impact on progress, especially for boys and some other groups of pupils at Key Stage 1.
- The effectiveness of leadership and management in monitoring provision and driving the school forward.

Information about the school

This school is similar in size to most primary schools. The proportion of pupils known to be eligible for free school meals is below average. The majority of pupils are of White British heritage. Around one quarter of pupils have Asian, African or Caribbean heritage and approximately one fifth of pupils speak English as an additional language. An average proportion of pupils have special educational needs and/or disabilities.

The school holds the Eco School Green Flag, Artsmark, Activemark, Basic Skills Quality Mark awards, and has Healthy School status. It is recognised by UNICEF as a 'Rights Respecting School'.

A private provider offers before- and after-school childcare on the premises. This provision is subject to a separate inspection and the report is available on the Ofsted website.

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?

1

The school's capacity for sustained improvement

1

Main findings

Crompton Primary is an outstanding school. It offers the highest standard of care, alongside excellence in learning. Under the impressive and visionary leadership of the headteacher, this school has gone from strength to strength. Thorough reviews of performance leave no stone unturned and the school sets exceptionally challenging targets for itself. By Year 6, attainment is above average and this represents outstanding progress from pupils' starting points. Leaders and governors have rigorous processes for monitoring performance and use the information wisely to plan school development. This is a successful strategy that has led, for example, to improvements in teaching, standards, the learning environment and the curriculum since the previous inspection. Provision and learning in the Early Years Foundation Stage has also improved and is now outstanding. Adults and pupils are very proud of their school and work as a first-rate team under the motto of 'promoting achievement and celebrating success'. Self-evaluation is extremely accurate and the capacity for sustained improvement is outstanding.

Behaviour is exemplary and harmonious relationships exist across the different ethnic and age groups, creating a productive, calm atmosphere for learning. Pupils demonstrate great respect for cultures and beliefs that are different from their own and show great care and kindness towards each other. They assert that they feel totally safe and that adults deal swiftly with any worries they may have. The rate of attendance is high, reflecting pupils' enjoyment of school.

Teaching is outstanding and lessons are challenging. Teachers know their pupils very well and relationships are warm as well as respectful. Marking congratulates pupils on their successes and provides helpful tips on how to achieve the next steps. This generally helps pupils to overcome difficulties and promotes learning extremely well. There are however, a few instances of careless mistakes in spelling and some handwriting falls below the high standard usually seen. The school takes outstanding care of its pupils and their welfare is at the heart of its work. Meticulous care is taken to track the progress of all groups of pupils. Those who have special educational needs and/or disabilities, or who need a boost to learning, have personalised programmes and support that are specifically tailored to help them learn. The more-able pupils rise to their teachers' high expectations and relish the challenges presented to them. The excellent curriculum has been specifically designed to meet pupils' varied needs and interests and includes a very notable emphasis on technology, social development and environmental awareness. It provides exciting

opportunities for pupils to work outside of the classroom and to practise their basic skills, to research, investigate and learn independently.

What does the school need to do to improve further?

- Improve writing further by helping pupils to avoid making careless mistakes in spelling and improving some of the handwriting to meet the high standard usually seen.

Outcomes for individuals and groups of pupils

1

Pupils have exemplary attitudes to their learning and thoroughly enjoy their lessons. For example, pupils in Year 4 investigated equivalent fractions, working to an exceptionally high level for their age. Those in Year 1 wrote accounts of their visit to a local supermarket, spelling words logically and using the correct punctuation. Those in Years 5 and 6 researched facts about the Ancient Greeks and investigated 'Christmas around the World', making excellent use of information and communication technology.

When children enter the school, their development is variable, but overall, it is below that expected for the age group. They make rapid progress, and attainment on entry to Year 1 is broadly average. Pupils continue to learn extremely well throughout Key Stage 1 and an increased emphasis on phonics (the sounds letters make) is helping to boost reading and writing skills. Pupils make outstanding progress through Key Stage 2 so that by Year 6, attainment is above average overall and significantly above average in mathematics. The school has been targeting writing, especially for the boys, and some very high standards were seen during inspection. Pupils know how to spell accurately but a few make careless mistakes and some handwriting is not as neat as it could be with letters incorrectly formed or positioned. There is no difference in the progress of boys and girls at either key stage. Achievement for both is outstanding, as it is for those who have special educational needs and/or disabilities. Pupils who speak English as an additional language have excellent support, including some bilingual help, to ensure they succeed at an equal rate to the majority.

Pupils have a very thorough understanding of healthy living and take good advantage of the range of sports and fitness opportunities on offer. Behaviour is outstanding, pupils think for themselves and older ones display mature, responsible attitudes. Pupils of all ages are adamant that bullying is not an issue and say that adults are always on hand to help with any worries they might have. There is an excellent take-up of the opportunities provided for pupils to experience responsibility. The Eco Club members, for instance, actively promote re-cycling and the school council plays a dynamic role in decision making. Pupils have a good level of basic skills, excellent habits of attendance, and their business and economic awareness is well developed. They are, therefore, extremely well prepared for their future education and world of work. Highly successful global links provide an insight into other cultures and expand their horizons. As pupils of a 'Rights Respecting School' they know the importance of shared values and ensure that any form of prejudice, discrimination or stereotyping is rigorously challenged.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account:	2
Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	1
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	1
Taking into account:	1
Pupils' attendance ¹	
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teachers have a detailed view of pupils' progress and this information is used exceptionally well in planning lessons. Tasks are set at different levels of difficulty so the more-able pupils have exacting challenges and less confident pupils have excellent support to ensure they are able to complete their work. Individual learning targets are clear and lessons include precise success criteria. As a result, pupils know exactly what is expected of them and are able to evaluate their own progress, as well as setting personal challenges. Teaching assistants have a very wide range of expertise and are highly effective. For example, they often lead group sessions for pupils who require an additional boost to learning or provide one-to-one support to meet specific needs.

The curriculum is innovative and generates many memorable experiences and a marvellous enthusiasm for learning. It promotes life skills extremely well; for example, lessons often include a focus on 'reflection' or 'resilience'. Each topic includes a 'master it' challenge and 'key experiences' that allow pupils to use their new knowledge and understanding in a practical way to solve problems. For example, Year 3 pupils researched, made and sold bird feeders as part of their 'Wicked Wildlife' topic, donating their profits to charity. Opportunities for teamwork are emphasised throughout the planning and much of the learning takes place in the purposefully developed school grounds and through partnerships. The recent 'Manchester' topic, for instance, involved visits to the BBC studios, the museum and a local university, while the 'It's a Shaw Thing' topic made excellent use of the local area and the knowledge of the community. The imaginative development of the school grounds means that pupils have first-hand opportunities to learn about the natural world. These include pond dipping in the wetlands, growing vegetables and fruit in the greenhouse and gardens, and keeping chickens. Pupils take full advantage of an interesting programme of extra-curricular activities. They especially enjoy street dancing, karate, music, arts and crafts and a wide range of sport, including competitive fixtures.

¹The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

The school provides a very warm and welcoming ethos; as a result pupils are confident and secure. Responses to questionnaires from pupils, parents and carers wholeheartedly agree that children are safe. The Investors in Pupils targets are highly effective in promoting collective responsibility and ensure that each individual is accountable for his or her conduct. Pupils who have highly specific needs, or who are potentially vulnerable, are exceptionally well supported by trained staff and outside expertise, such as a professional counsellor. Supervision is excellent and pupils are extremely well supported in their transition to their secondary schools.

These are the grades for the quality of provision

The quality of teaching	1
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Leadership and management are outstanding and the school provides excellent value for money. The headteacher, very well supported by the deputy headteacher, has a thorough overview of provision and learning. He is an outstanding leader and tireless in his pursuit of excellence. The monitoring of teaching is rigorous, and support targeted to address any issues that are identified. School development planning is focused on the main priorities with extremely clear actions and measurable targets. Management and financial systems are highly efficient and ensure the smooth running of the school. Staff morale is particularly high and very effective teamwork secures the school's highly supportive and caring ethos.

Partnerships bring many enhancements to pupils' learning, for example, through sporting opportunities and tournaments, science work and enterprise projects. Safeguarding is excellent. Staff have regular updates in their child-protection training and are exceptionally well equipped to deal with concerns. The school's equality policy is rigorously followed in practice and regularly evaluated to ensure that no barriers to learning exist. The homework club, for instance, is an excellent resource for pupils who prefer to use school facilities to complete their assignments. Governance is excellent and governors are robust in discharging their statutory responsibilities, ensuring that the views of stakeholders are considered in any decision made. Community cohesion has a high profile. It is carefully planned based on a detailed audit of the context of the school. Pupils have opportunities for video conferencing with others of different backgrounds and ethnicities. The excellent relationship with parents and carers ensures their involvement in their children's education. Regular newsletters, an excellent website, the parents' forum and informative meetings facilitate excellent communication. Parents and carers of pupils who have special educational needs and/or disabilities work with the class teachers to develop strategies and activities to help their children at home and this makes a significant contribution to learning.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	1
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

On entry to the Early Years Foundation Stage, children’s development varies widely and overall, is below that expected of the age group. The settling-in policy ensures that children’s needs are accurately assessed and fully met. Consequently, children integrate smoothly into school life and thoroughly enjoy their work. Their behaviour and attitudes to learning are excellent.

Teaching is outstanding. Lessons take account of children’s interests in order to keep them well motivated and they include varied opportunities for children to choose their own activities and develop independence. During the inspection, for instance, children made decorations out of re-cycled materials and hung them on their outdoor tree. Nursery children sang to power Santa’s sleigh, identified parcels by their shape and delivered them to the correct address. Adults are skilful at questioning and encouraging children to explore and learn independently. Children make outstanding progress. Early reading and writing is a major strength, with many children already spelling simple words logically. They are very well prepared for Year 1.

Leadership and management are outstanding, ensuring high standards of welfare, as well as excellent partnerships with parents and carers. The weekly family learning sessions and informative workshops provide first-class information about supporting learning at home, and allow pre-nursery children to experience the school environment. The ‘learning journey’ booklets keep parents and carers well informed about their child’s progress. The leader of this phase has a clear vision for the future; many improvements have been made to the provision and the learning environment, resulting in improved progress. A revised curriculum in Year 1 includes a good element of exploration and practical work. It builds very carefully on the skills that children acquire in the Early Years Foundation Stage and ensures a smooth transition between phases of education

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1

The quality of provision in the Early Years Foundation Stage The effectiveness of leadership and management in the Early Years Foundation Stage	1
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Views of parents and carers

Parents and carers have exceptionally positive views of the school. All of those who replied to the questionnaire agreed that their children enjoy school, and are safe. They agreed that the school is well run and all are happy with their children's experiences. They especially praise the support and commitment of the staff and the quality of teaching. Quotes that reflect these views include, 'A school that is superbly led by its headteacher, providing an enjoyable and stimulating environment', 'We particularly like the opportunities for our children to learn outside of the classroom', 'This school actively encourages parental involvement' and 'Fantastic, supportive staff'. The inspection findings wholeheartedly endorse these views.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crompton Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 96 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	67	70	27	28	0	0	0	0
The school keeps my child safe	82	85	14	15	0	0	0	0
The school informs me about my child's progress	65	68	31	32	0	0	0	0
My child is making enough progress at this school	66	69	28	29	1	1	0	0
The teaching is good at this school	72	75	23	24	0	0	0	0
The school helps me to support my child's learning	71	74	24	25	0	0	0	0
The school helps my child to have a healthy lifestyle	66	69	28	29	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	62	65	29	30	0	0	0	0
The school meets my child's particular needs	66	69	28	29	2	2	0	0
The school deals effectively with unacceptable behaviour	62	65	32	33	1	1	0	0
The school takes account of my suggestions and concerns	57	59	36	38	0	0	0	0
The school is led and managed effectively	73	76	23	24	0	0	0	0
Overall, I am happy with my child's experience at this school	75	78	21	22	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



8 December 2011

Dear Pupils

Inspection of Crompton Primary School, Oldham, OL2 7HD

Thank you for the warm and cheery welcome you gave my colleagues and me when we inspected your school. We appreciated all the help you gave us and the very interesting conversations we had with you. I know you will be keen to learn the outcomes from the two days.

Crompton Primary is an outstanding school. You get on extremely well together, have lovely manners and take great care of each other. You are a credit to your families and your teachers. Well done! I think your class councillors and Eco Club do a wonderful job in helping to run the school and taking care of the environment.

Thank you to the pupils who filled in their questionnaire and those who chatted with us. You told us that you are delighted with your school, and it was good to hear comments such as, 'It's like a big family', 'Teachers put our needs first' and 'Our Investors in Pupils targets make us come together as a class'. You thoroughly enjoy your exciting curriculum and are making outstanding progress. We were especially impressed with the standard of your writing, mathematics and computer work. However, when we looked at your workbooks we noticed that a few of you can sometimes be careless when spelling and some of the handwriting could be better. We have asked your teachers to make sure that you always spell to the best of your abilities and to make sure that your handwriting is the best it can be.

You can help your school to remain an outstanding one by maintaining your excellent attendance record, continuing to be industrious, and always taking the greatest of care with your work. Thank you once again for the interesting conversations we had and for letting us share your work and play. Please accept my best wishes for the future. I hope you continue to enjoy your exciting, happy school.

Yours sincerely

Lynne Read
Lead inspector

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