

Crossley Street Primary School

Inspection report

Unique Reference Number	107854
Local Authority	Leeds
Inspection number	309519
Inspection date	18 March 2008
Reporting inspector	Marie Cordey

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 on roll	
School	245
Appropriate authority	The governing body
Chair	Ann Lister
Headteacher	Mrs Sandra Clynes
Date of previous school inspection	31 January 2005
School address	Crossley Street Wetherby West Yorkshire LS22 6RT
Telephone number	01937 520301
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Introduction

The inspection was carried out by one Additional Inspector.

The inspector evaluated the overall effectiveness of the school and investigated the following issues: pupils' achievement and standards, the quality of teaching and learning, pupils' personal development and well-being and how well the school's leadership promotes care and high standards. Evidence was gathered from national published assessment data, the school's self-evaluation, assessment records, policies and minutes, observation of lessons, pupils' work, discussion with pupils, staff and three governors, and the questionnaires returned by parents. Other aspects of the school's work were not investigated in detail, but the inspector found no evidence to suggest that the school's own assessments in its self-evaluation form were not justified. These have been included, where appropriate, in the report.

Description of the school

This average-sized school serves a residential town close to Harrogate. Most classes include pupils who joined part-way through their education and a significant number of pupils in Years 5 and 6 leave the school during the year to move to another area. The vast majority of the pupils are White British. Below average numbers of pupils are eligible for free school meals. Although the proportion of pupils with learning difficulties and/or disabilities is below average, it is growing. The school is in the process of undergoing major building works. It has gained the Activemark award for its sports provision and holds the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Crossley Street is a good school and has a number of outstanding features. Pupils' personal development is outstanding. The headteacher and the governing body provide excellent leadership. When parents were asked about the school a typical response was, 'We like absolutely everything'. Their children feel the same way and delight in the school's happy atmosphere. Excellent care and support enable pupils to grow in self-esteem and show great tolerance for each other. The 'Care Tree' in the Year 1 classroom is designed by pupils to show the fruits of looking after and taking care of all groups of people. Each class designs their own 'caring' symbol to highlight their responsibilities to their school and community.

Pupils achieve well from broadly average starting points when they enter Year 1 so that by the end of Year 6 standards are above average overall. This is because of good quality teaching, rigorous assessment systems to monitor how well pupils are doing and the school's high expectations for personal and academic development. However, although standards in Year 6 have been consistently above average overall in recent years they have not been as high in English as in mathematics or science. This is because throughout Years 1 to 6 pupils' writing skills are not as strongly developed as those in reading, mathematics and science. Changes to the intake of pupils in the course of the year have an adverse impact on standards.

Although the majority of pupils make good progress in Key Stage 2, more able pupils do not consistently make the progress they should, particularly in writing. The school is aware of this and steps are being taken to improve standards through planning more challenging work and emphasising pupils' creative story writing. To this end the school has had a book published which contains examples of writing from every pupil. There are extensive opportunities for pupils to speak in small groups, to their classes and sometimes to the whole school. This approach has improved pupils' speaking skills and in turn is leading to improvements in their writing. Currently, pupils are on course to meet the challenging targets set for them.

The school's speedy identification and good provision for the needs of vulnerable pupils and the high quality support it provides for pupils with learning difficulties and/or disabilities enables these groups of pupils to make good progress. Parents say that they are attracted to the school because of its good reputation for helping vulnerable children.

Good quality teaching means that pupils enjoy learning and are eager to be involved in lessons. Good displays result in very attractive learning environments which celebrate and guide pupils' achievement. Teachers plan activities carefully with support staff to engage all pupils. They mark work regularly but do not make it sufficiently clear, particularly to the more able pupils, what they need to do to improve. As a result, these pupils do not always achieve as well as they should.

Pupils adopt very healthy lifestyles through a balanced diet and regular exercise and their understanding of how to achieve such lifestyles is very good. In a school council meeting, for example, pupils considered a request for hot dogs at the monthly free choice lunch as inappropriate. Pupils are determined to make a difference in their school, their community and the world. Each class has two health and safety officers who examine possible dangers in their school and the local area. Pupils show awareness of the needs of others through their active fundraising and they speak passionately about the environment and poverty in Africa. They are especially vigilant about cruelty to animals. Pupils' behaviour is exemplary in response to the way that staff use praise to encourage responsibility whilst clearly outlining their high

expectations of behaviour and attitudes to learning. Attendance is above average even though a small number of families take holidays in term time.

Excellent systems for care and guidance mean that pupils are looked after exceptionally well and prepared thoroughly for the future. As a result, they make good progress to reach above average standards.

Good leadership and management have made the impact on school life of considerable building works both manageable and discreet. Good systems are in place to track the performance of all pupils. This has contributed to improved standards in most subjects. The management skills of middle leaders have developed considerably because of the headteacher's ability to distribute leadership responsibilities throughout the school. The headteacher's excellent organisational skills, planning for improvement and sensitive support and encouragement are valued by pupils and their parents, the staff and the governing body. Self-evaluation is accurate and clearly linked to actions that lead to improvements in pupils' care and education. Safeguarding arrangements meet requirements. Governors are knowledgeable, informed and challenging in order to focus on the best outcomes for the pupils. They are exceptionally well involved in school life, both practically and analytically. The school has good capacity to improve further.

Effectiveness of the Foundation Stage

Grade: 2

Children start school with skills that are below the levels typically expected for their age. They are well cared for and settle down quickly because of the school's good admission arrangements and liaison with pre-school providers. In the Nursery class children develop their confidence and discover that learning is fun and enjoyable. Learning accelerates when they join the Reception class and children take more responsibility for what they do. They choose from a range of exciting and interesting activities to develop their skills. Many work independently, for example when they are absorbed in imaginative play and by practising sophisticated adding skills on the computer. They make good progress because of good teaching that is well planned to match individual learning needs. By the end of the Reception year standards are broadly in line with national expectations. Good leadership and management have coped well with staffing changes and the planning of new outdoor provision.

What the school should do to improve further

- Raise standards in writing for all pupils but especially the more able to match those achieved in reading, mathematics and science.
- Improve the quality of teachers' marking so that it makes clear to all pupils, and especially the more able, what they need to do to improve.

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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?	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 effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	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?	1

¹ 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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 tackled so that all learners achieve as well as they can	2
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	1
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**

Thank you for giving me such a warm welcome when I visited you recently. I got to know many of you by name and you were all very positive about your school. The points both you and your parents made about your school helped me to understand it better.

One of the best things about the school is the way it helps you to develop into being caring, well behaved and considerate. Your headteacher is respected by all of you because of the way she cares for you and makes sure you make good progress in your work. You enjoy your lessons, especially when you get the chance to be involved and learn interesting things. You make good progress in your learning because you are all taught well and looked after exceptionally well.

Pupils in Key Stage 2 reach above average standards in mathematics, science and reading but do not do as well in English overall. That is why I have asked your school's leaders to help you do better in your writing. I have suggested that teachers' marking should be clearer about how you could improve your work. You can help by taking notice of the advice you are given.