

Crossflatts Primary School

Morton Lane, Crossflatts, Bingley, West Yorkshire, BD16 2EP

Inspection dates 8–9 July 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Outstanding	1

Summary of key findings for parents and pupils

This is a good school.

- The outstanding drive and ambition of the headteacher is fully supported by a very effective new senior leadership team and purposeful governing body. As a result, pupils' progress is rapidly accelerating and the quality of teaching improving strongly, despite a period of significant staff change.
- Pupils make at least good progress in many subjects from their start in the Early Years Foundation Stage. They leave school in Year 6 with standards which are above average and rising.
- Pupils' achievement in reading is outstanding.
- The quality of teaching is good and sometimes outstanding. Teachers have high expectations. Teaching assistants make a good contribution to pupils' learning.
- Disabled pupils and those with special educational needs, including those in the Designated Special Provision (DSP) unit, make outstanding progress during their time in school.
- Pupils' behaviour is exemplary and they feel very safe. They take pride in their work.
- Their personal development and physical well-being is promoted extremely well through many high quality and challenging creative and sporting experiences.

It is not yet an outstanding school because

- At times some learning resources restrict the opportunity for pupils to be as creative and productive as they could be.
- Marking and feedback, which are good overall, do not always provide precise enough guidance for pupils to improve their work in a timely fashion.

Information about this inspection

- The inspectors observed 18 teaching sessions, including joint observations with members of the senior leadership team. The inspectors also made a number of shorter visits to classrooms, looked at a wide range of pupils' work and listened to them read.
- Discussions were held with several groups of pupils, the Chair of the Governing Body and other members of the governing body, a representative of the local authority, an independent school improvement partner and members of staff, including senior leaders and other leaders with particular responsibilities.
- Inspectors took account of the 91 responses to Ofsted's on-line questionnaire (Parent View), the results from the school's own consultations with parents, and spoke to several parents. The responses from staff to the inspection questionnaires were also considered.
- Inspectors observed the school's work and looked at a range of documents, including information on pupils' current progress, the school's plans for improvement, the management of teachers' performance, the use of pupil premium funding, and documentation and records relating to pupils' behaviour and safety.

Inspection team

Andrew Clark, Lead inspector

Additional Inspector

Terry Bond

Additional Inspector

Stefan Lord

Additional Inspector

Full report

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disabled pupils and those who have special educational needs supported through school action is average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils who receive support through the pupil premium funding is below average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The large majority of pupils are of White British heritage.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- A Designated Special Provision (DSP) Unit for up to 12 pupils is managed by the school and opened in November 2013.
- The school runs a daily breakfast club and after-school club.
- In 2012 the school increased the number of pupils admitted each year from 45 to 60 pupils. The school building was extended to accommodate this.
- A significant number of staff, including members of the senior leadership team, took up their post after the previous inspection.

What does the school need to do to improve further?

- Build on the already good teaching to further increase pupils' achievement by:
 - ensuring that resources do not unnecessarily limit pupils' creativity and productivity
 - ensuring that marking and feedback consistently provide precise and appropriate guidance for pupils to improve their own work speedily.

Inspection judgements

The achievement of pupils is good

- Children start in the Early Years Foundation Stage with skills which are generally typical for their age. There is a strong trend of improvement and they leave the Reception class with above average standards. The early stages of reading, writing and mathematics are well established and children are curious, cooperative and well prepared for Year 1.
- Pupils make at least good progress through the rest of school. By Year 2 standards are significantly above average in reading, writing and mathematics, as indicated in the results of national tests and assessments over time.
- The results of national tests are largely above average by Year 6. However, in 2013 not all pupils made the best progress they could from their earlier learning in Year 2. This largely related to particular staff issues and outcomes for a small number of pupils who did not quite reach their full potential. This has been rigorously addressed and a high proportion of pupils in the current Year 6 is making more than expected progress, particularly in reading.
- Pupils' achievement in reading is outstanding overall. They make very quick gains in understanding letters and their sounds and this is reflected in above average results in national check by the end of Year 1. By Year 6, pupils read with confidence, expression and enthusiasm. They have an excellent knowledge of the style of different authors and the way these authors use language to develop plot and characters. An increasing high proportion of pupils is working at levels two to four years above those normally expected.
- Pupils make at least good progress in writing. They write neatly and take a pride in their handwriting. Spelling and punctuation are increasingly accurate. By Year 6, pupils often write at length for a wide range of purposes, such as diaries, biographies and imaginative stories in many different subjects. Occasionally, the resources used provide space for answers that are limited to a few words only and do not allow pupils to be as creative and productive as they could be.
- Pupils' achievement in mathematics is good. They are increasingly using their calculation skills well in solving mathematical problems and investigations based on real-life situations.
- Disabled pupils and those with special educational needs, including those in the DSP unit, make excellent progress overall. Their needs are very accurately and precisely checked and intensive tuition in basic skills, alongside highly sensitive care, boost their learning and promote their involvement in all the school offers.
- Those pupils eligible for free school meals and supported by pupil premium funding make good progress and achieve well. In 2013, the pupils known to be eligible for free school meals attained results in the national tests for Year 2 and Year 6 which were similar to those of other pupils in the school. Throughout the school, eligible pupils work at standards which are very close to those of other pupils and gaps are narrowing overall.
- The most-able pupils generally reach high standards. They take high levels of responsibility for organising and managing their own work and supporting others in their learning. They are systematic and logical in planning and researching their work, including good use of information and communication technology (ICT), both in school and at home.

The quality of teaching is good

- Across the school, pupils are ambitious and aim high. They respond well to the high expectations of staff.
- Children are keen to learn and curious about the world around them. The use of the outdoor area, including the Forest School and other initiatives are much improved in the Early Years Foundation Stage since the previous inspection.
- The achievement of all groups of pupils is accurately and regularly checked. Teachers use this information well to set work for pupils of all abilities that builds progressively on their earlier

learning in a range of subjects.

- Teaching assistants are well informed about pupils' progress and are effectively deployed to support and challenge all groups of learners, so that pupils usually do their best.
- Disabled pupils and those with special educational needs learn extremely well. Pupils' needs are very thoroughly understood and all staff who work with them are well informed. Pupils based in the DSP unit work alongside other pupils successfully and develop high levels of independence and self-awareness.
- Most-able pupils often make good progress because they are given work which fully challenges them right from the start of sessions. They respond well to thoughtful questions which help them to think deeply and recall information.
- Pupils have many excellent opportunities to sharpen their reading skills. For example, pupils apply their comprehension skills in detailed, long-term investigations into well-chosen children's books and produce exciting and extensive written accounts, diaries and their own stories in response.
- Pupils' skills are often improved through regular homework, including the imaginative use of ICT and after-school clubs.
- On a few occasions, the resources used in writing and mathematics work limit the pupils' chance to work at length and develop their ideas creatively. This sometimes prevents them from making the very best progress of which they are capable.
- Marking and feedback are generally effective. However, sometimes comments do not provide precise enough guidance or focus on the most important areas for improvement. Pupils do not always follow through and address the issues raised quickly enough to ensure the best rates of progress.

The behaviour and safety of pupils are outstanding

- The behaviour of pupils is outstanding. Relationships between pupils and with adults are excellent. Pupils are polite and very considerate towards each other and they respond very well to the excellent example that all adults set for them.
- Pupils' pride in their school is evident in their smart appearance and the extremely careful presentation of their work and their tidy books. They value the care staff take in ensuring that they work in attractive and orderly classrooms with high quality displays of their own work.
- Pupils are keen to come to school and are punctual and well prepared for the day's learning. Attendance is above average and rising. The school works very closely with parents to encourage the best levels of attendance and ensure that pupils are punctual and prepared for learning. Parents are wholly appreciative of the warm welcome their children receive each day.
- The school's work to keep pupils safe and secure is outstanding. Pupils feel very safe and extremely well looked after. Parents are fully confident that their children receive the highest levels of care.
- Pupils have an excellent understanding of how their behaviour affects others and that they should be kind and considerate. Pupils have a very good knowledge of potential bullying situations, including racial and homophobic concerns. They are certain that very little takes place and any events are successfully managed by the staff. This is confirmed by the school's excellent record-keeping procedures. There have been no recent exclusions.
- Pupils learn to take appropriate risks and to keep themselves safe. They enjoy adventure through sports, such as cycling and on residential visits, but know the dangers and how to stay safe. The school has worked closely with the school council and pupil office to make the building and playground safe, clean and exciting.

The leadership and management are outstanding

- The headteacher's excellent vision and planning for school improvement is fully shared by all staff, governing body and parents. There is an imaginative and continuous pursuit of high

standards in every aspect of the school's work. The school has faced a number of staffing issues, which have hindered the opportunity to delegate leadership fully and reach the highest standards. These have been addressed and the new dynamic senior leadership is rapidly improving teaching and learning further.

- The headteacher and other senior staff are excellent examples for all staff and highly skilled in observing teaching and setting targets for others to aspire to. They are well supported by effective middle leaders. As a result, all staff, including those new to the school and the profession, quickly establish high expectations for all pupils.
- The school's use of rigorous procedures to check and measure pupils' progress is at the heart of rapidly improving standards and achievement. Almost daily analysis of outcomes in reading, writing and mathematics ensure that pupils are regularly working to their maximum potential and any additional support needed is rapidly provided.
- Pupils make outstanding progress in a range of subjects, particularly reading, because teaching is continually improved through constant high quality training delivered both through the school and in partnership with other schools. The senior staff and subject leaders often take a lead role in developing the curriculum within the local authority. Excellent use is made of staff with specialist skills, such as in work with disabled pupils and those with special educational needs and in physical education and modern foreign languages.
- The local authority provides appropriate 'light-touch' support to this effective school through annual data reports and regular visits. The school also employs the services of an independent consultant to provide further challenge to the leadership team.
- Staff are held fully accountable for the progress their pupils make and are subject to fulfilling stringent criteria linked to pupils' achievement to reach the next salary level.
- A key factor in the quality of learning is the school's commitment to providing varied and exciting learning opportunities. Subjects are interwoven through central themes and supported by a wide range of residential and other visits as a core to pupils' enquiries. There are many exciting and unusual sporting, artistic and musical clubs and events for all pupils to participate in.
- The school makes very good use of the new primary school sport funding to improve teachers' skills and support pupils' sporting and other achievements. This has already contributed to the development of teachers' skills in physical education, increased participation in clubs and revived success in inter-school competitions.
- The school works closely with parents and keeps them fully informed through newsletters, blogs and the school's website. As a result, parents rightly hold the school in high regard.
- The school tackles any issues of discrimination well, it promotes equality of opportunity very successfully through the rising standards and this contributes to the harmony within the community.
- **The governance of the school:**
 - The governing body is led and managed extremely well. Governors are kept fully informed through detailed reports from the headteacher linked to the school improvement plan and their own frequent and systematic checks on the school's work. They regularly receive up-to-date and precise information on pupils' achievement and the quality of teaching. The governing body has a good understanding of data, particularly on pupils' progress and make very good use of this information to hold leaders to account. Governors ensure that the school's aims for the quality of learning are at the core of its work and the drive for the highest standards.
 - All safeguarding requirements are met in full and supported by excellent record-keeping. Governors are fully involved in making decisions as to whether teachers and staff should be rewarded with salary increases and review targets for the headteacher. The governing body manage finances very well by ensuring that the budget is used to promote high achievement, evident in the effective use of pupil premium funding and in staff appointments, particularly relating to senior leaders.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107253
Local authority	Bradford
Inspection number	443935

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	462
Appropriate authority	The governing body
Chair	Mary Morgan
Headteacher	Hilary Craven
Date of previous school inspection	21 October 2009
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