

Crossflatts Primary School

Inspection report

Unique Reference Number	107253
Local authority	Bradford
Inspection number	336845
Inspection dates	21–22 October 2009
Reporting inspector	Dr Nigel Cromey-Hawke

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

Type of school	Primary
School category	Community School
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Mr Peter Foy
Headteacher	Mrs Hilary Craven
Date of previous school inspection	July 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 15 lessons and held meetings with governors, staff, groups of pupils and parents. They observed the school's work and looked at a wide range of school documentation, including development planning, self-evaluation records, policies, performance data and 95 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the progress made by pupils during their time in school is sufficiently good to merit the schools' claim for good achievement, given the very wide variations in standards in Key Stage 2 since 2007
- what has been done to improve the quality of provision over the last nine months such that the school's evaluation of its own effectiveness has risen from satisfactory to good
- how effective is the Early Years Foundation Stage in the context of its historic development and current staffing situation
- how well focused, informed and active leaders and managers are about the drive for improvement.

Information about the school

This is a larger than average primary school in an area of less than typical social deprivation. The proportion of pupils eligible for free school meals is broadly average, but the percentage with special educational needs and/or disabilities is well above average. The very large majority of pupils are White British, with the proportion who speak English as an additional language, below average. The provision for Early Years Foundation Stage is through morning and afternoon Nursery settings and three Reception classes. In the main school, pupils are taught in mixed-age classes of Years 1 and 2, Years 3 and 4, and Years 5 and 6. The school holds a variety of awards, including Artsmark, Drugs Awareness and Healthy School's status. The school operates its own breakfast club.

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

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that has returned to its previously good level of performance following a significant dip in standards in 2007 at Key Stage 2. Staffing has been restructured and training undertaken to improve the quality of pupils' learning. Improvement has been driven through effectively, with achievement now securely good and some aspects of the school's work outstanding. Its capacity to improve is good, with extensive self-evaluation showing what impact actions are having and highlighting areas for future development.

The majority of children enter the Early Years Foundation Stage with knowledge, understanding and skills broadly typical for their age. They make good progress thereon because of the good teaching, sensitive care and welfare, and effective leadership and management. Staffing here has been stabilised. The use of, and resourcing for, outdoor learning is, however, underdeveloped. Good progress continues throughout Key Stage 1. This is because of the good teaching. In 2007, standards at Key Stage 2 slipped dramatically but, as a result of the improvement drive, are now back to average for most pupils. There are some remaining weaknesses in English and mathematics in some of the upper junior classes but improving standards are coming through the school. The focus upon literacy has paid off across the school, however, with standards in reading high. Boys' standards in writing need improving.

The quality of teaching ranges from satisfactory to outstanding, with the majority good. Weaker lessons do not have the pace and challenge of the better ones and there is not always a good match of activities to pupils' needs. As a result progress in these lessons is slower, especially for the more able. The curriculum is good and increasingly includes creative themes, for example, the imaginary visit to Africa, to make learning more meaningful. Care, guidance and support are good, especially for vulnerable pupils.

Leadership and management are good and safeguarding requirements are fully met. Particular strengths of the school are its focus upon promoting pupils' healthy living, developing their self-reliance and encouraging them to take responsibility within the school and local community. The school also works very effectively with parents and carers, helping them to support their children's learning. One typically commented that, 'I am proud my children are students at Crossflatts Primary.'

What does the school need to do to improve further?

- Consolidate the gains made in raising attainment by improving the quality of learning and progress in Key Stage 2, especially in respect of:
 - the match of lesson activities to meet the needs of all pupils, especially the more able
 - boys' writing skills, so that they can better communicate their learning across all areas of the curriculum.

- Enhance the provision in Early Years Foundation Stage by:
 - ensuring a better flow of activities between the indoor and outdoor areas and improving the quality and quantity of the resources available for outdoor learning.

Outcomes for individuals and groups of pupils/children

2

In the majority of lessons, pupils show that they are making good progress and their learning is both secure and appropriate to their age. They develop their understanding and acquire new knowledge and skills well. This helps them to develop workplace and wider skills that will contribute to their good future economic well-being.

National test and teachers' assessment data for the past three years shows that pupils' attainment in Key Stage 1 has been above average and sometimes high. Standards in Key Stage 2 have varied enormously over this time, ranging from high to broadly average, and with a significant dip in 2007. This has been because of weaker teaching in this area of the school and staffing issues.

The school has undertaken a major drive for improvement over the last two years and attainment is average for the majority of pupils currently in school. There has been a dedicated focus upon improving literacy and numeracy provision, and more rigorous tracking of pupils' progress has been introduced. Progress in reading is very good, although standards in boys' writing are below average in Key Stage 2. Attainment in science continues to be a strength of the school. Standards are high and a well above average proportion of pupils reach the higher Level 5.

There are good relationships within lessons and behaviour is good, although in a small number of cases pupils become restless when teaching activities carry on too long. In a minority of Year 6 classes there is a legacy of underachievement, due partly to previous shortcomings in the quality of teaching. Nevertheless, the very large majority of pupils are on track to meet, and in some cases to exceed, the challenging targets the school has set for them. Specific monitoring of groups with special educational needs and/or disabilities is carried out by staff, and progress for these pupils is also shown to be good, and sometimes very good. This is because of the extensive and well-targeted support they receive.

Pupils clearly enjoy the majority of their learning and attendance is good. Many work independently and make good use of information and communication technology to organise and present their learning. The school is a warm, welcoming and stimulating learning environment that has high expectations of its pupils, particularly in respect of their understanding of healthy living. They respond by willingly taking responsibility for many aspects of school life, resulting in significant changes to the way it operates. The school has partnerships with a wide range of health related agencies. Pupils have benefited from these and enthusiastically engaged in projects that have significantly improved the quality of school provision and their own lives. Older pupils are also rightly proud of the care they give to Nursery children. Pupils' extensive work in the local community has resulted, amongst other things, in renovated facilities in a local playground and has helped build very strong links with the school. There are clear boundaries for what is right and wrong and the social and emotional aspects of the curriculum help to promote pupils' good personal development. Pupils' spiritual, moral, social and cultural development is good. They are beginning to think deeply about their own and other's experiences and to develop an awareness of cultural diversity through the growing international links and curricular topics.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	2
Taking into account:	
Pupils' attendance	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Teaching is good overall and improving as a result of training and staff deployment over the last two years. There is some teaching that is outstanding and some, especially in Key Stage 2, that is satisfactory. In the best lessons, good relationships, a brisk pace, challenging activities and the wide use of praise and encouragement, all ensure that learning is enjoyable and secure. Good progress is made in these lessons and often pupils with special educational needs and/or disabilities make very good progress. Teachers use their good subject knowledge and a wide variety of approaches, to make learning interesting and meaningful. Interactive whiteboards are used well by teachers, and by pupils to demonstrate their learning. Effective self-assessment ensures that pupils know when learning objectives have been met. Older pupils know the level at which they are working in English and mathematics and teachers' marking usually supports their learning. Challenging targets are set for each year group and assessment data is well used by teachers to shape what goes

on in the classroom and to target the support of teaching assistants. Some lessons lack the pace and challenge of others, however, and activities do not fully meet the needs of all pupils, especially the more able. Progress slows in these lessons as a result.

The curriculum is planned carefully and is responsive to pupils' needs. They receive a well-balanced range of experiences which enables them to make good progress and enjoy their learning. Pupils have found the recent 'virtual flight' to Africa very interesting and the resulting literacy, numeracy and cross-curricular work meaningful. Careful thought is given to providing support for vulnerable groups, although extension opportunities for the more able are underdeveloped in the planning and practice in some of the mixed-age classes. There is a wide range of extra-curricular activities, including residential visits, in which pupils enthusiastically participate. This contributes to their self-confidence and good future economic well-being.

The care, guidance and support provided by the school are good and for vulnerable pupils often outstanding. The success of this provision is seen in the often very good progress that these groups make by the time they leave the school. Transition arrangements for pupils joining or leaving the school are well thought out and highly appreciated by parents. The school works very well with a wide range of agencies to support pupils in their learning, especially as part of the local consortium of schools. The breakfast club is very popular in combining both a healthy start to the day and extending pupils' learning through structured activity sessions, reflecting well the school's various awards.

These are the grades for the quality of provision

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

How effective are leadership and management?

The headteacher and her restructured senior leadership team have a clear vision for the school and, through a programme of challenge and purpose, have driven its recovery from the recent variations in performance. They communicate this ambition very well to staff, parents and pupils, the vast majority of whom are highly supportive of the school's leadership and the quality of education provided. Subject coordinators share this energy and commitment and are becoming increasingly effective in leading and managing improvement in their areas. Self-evaluation practices are good and have resulted in challenging but realistic plans for moving the school further forward, often through high quality training. The school has taken concerted action to promote equality of opportunity and the performance of different groups is improving. Safeguarding requirements are met. The school engages with parents extremely well, as shown by the survey returns, with **high numbers of parents attending parenting classes** along with good attendance at joint pupil/parent learning experiences. Good support and guidance is provided for them. It uses its

good partnership networks to promote learning and pupils’ well-being. Community cohesion is good and improving rapidly. The school engages extremely well with the local community and international links are growing, with the expanding partnership with China. Governors know the strengths and areas for development within the school well and support and challenge it effectively, for example, through regular links with subject areas.

These are the grades for the leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Comprehensive induction arrangements and very good communication with parents and carers ensures that children receive a warm welcome when they start in the school. They settle happily in the safe and secure environment. The majority enter with knowledge, understanding and skills that are in line with those expected for their age, although some are weaker in communication, language and literacy. Children make good progress due to the good teaching and bright and lively learning environment. The quality of care and welfare support is good. Teachers communicate regularly with parents about their child’s progress and are well aware of each child’s interests. There is a good balance of child-initiated and adult-led activities, although the resources and use of the outdoor learning area are underdeveloped. Adults encourage children to get on well together and, as a result, they behave well and develop positive attitudes to learning. They show their eagerness to play a full part in the school community at an early age, for example, as special helpers. As a result their personal, social and emotional development is good. Teachers regularly assess day-to-day learning and use this information well to plan the next steps in learning. By the time children enter Year 1, they have reached and in some cases exceeded, the learning goals expected for their age. Leadership and management of the Early Years Foundation Stage are good. Staff training is up-to-date and all safeguarding requirements are met.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2

The effectiveness of leadership and management in the Early Years Foundation Stage	2
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Views of parents and carers

The overwhelming majority of parents who returned the questionnaires are very happy with all aspects of the school. They consider it provides a safe and caring environment for their children and that it is well led and managed. Behaviour is considered to be good and parents especially applaud the school's focus upon healthy living. They consider that their children make good progress and that the school meets the needs of their children well.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crossflatts 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 **95** completed questionnaires by the end of the on-site inspection. In total, there are 393 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	72	76	22	23	1	1	0	0
The school keeps my child safe	64	67	31	33	0	0	0	0
The school informs me about my child's progress	51	54	40	42	2	2	0	0
My child is making enough progress at this school	61	64	32	34	1	1	0	0
The teaching is good at this school	67	71	27	28	1	1	0	0
The school helps me to support my child's learning	66	69	27	28	2	2	0	0
The school helps my child to have a healthy lifestyle	63	66	29	31	2	2	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)	61	64	30	32	2	2	0	0
The school meets my child's particular needs	61	64	31	33	3	3	0	0
The school deals effectively with unacceptable behaviour	46	48	41	43	7	7	0	0
The school takes account of my suggestions and concerns	50	53	42	44	1	1	0	0
The school is led and managed effectively	74	78	17	18	1	1	0	0
Overall, I am happy with my child's experience at this school	78	82	13	14	4	4	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 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>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.



23 October 2009

Dear Pupils

Inspection of Crossflatts Primary School, Bingley BD16 2EP

Thank you for the warm welcome you gave me and the team when we inspected your school recently. You were very friendly, polite and enthusiastic about what you do. You told us a lot of interesting things about your school and you are proud of it.

Crossflatts Primary is a good school and there are some things about it that are outstanding. You have a good start to your learning in Nursery and Reception and do well as a result of the good teaching and care you receive. You are taught well and the subjects you study and the help that you get from the adults means that most of you leave having made good progress in your learning. Those of you who find learning more difficult than others make good progress, due to the care and support you receive. You have an excellent understanding of what it means to lead a healthy lifestyle, say you feel safe and valued and you develop well as responsible young citizens. The school has excellent links with your parents and carers and makes good use of partnerships with other organisations to help you in your learning. You take a very active part in helping to run the school and in the local community. Well done! The headteacher, governors and staff work effectively together to make your school successful. I have asked them to do two things that I think will help make it an even better place to learn:

- continue to improve the quality of learning and the progress you make in Key Stage 2. This can be done by providing lessons which are better matched to your needs and interests. The boys also need additional help to improve their writing
- improve the resources in the outdoor area in Nursery and Reception and give children more opportunities to move easily between inside and outside areas.

You can help by telling your teachers how best you learn and if you have any problems. I wish you the best for the future.

Yours sincerely

Dr Nigel Cromey-Hawke
Lead inspector

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