



**Office for Standards  
in Education**

**Inspection report**  
**Crossacres Primary School**

**Manchester Education Authority**

Dates of inspection: 3-4 March 2004

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act

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## **Basic information about the school**

Name of school:	Crossacres Primary School
Type of school:	Primary
Status:	Community
Age range of pupils:	3 to 11 years
Headteacher:	Mr P Newsholme
Address of school:	Crossacres Road Wythenshawe Manchester M22 5AD
Telephone:	01614371272
Name and address of appropriate authority:	The governing body, address as above
Chair of governors:	Mr L Griffiths
Local education authority area:	Manchester
Unique reference number:	105410
Name of reporting inspector:	Mrs K M Gisborne
Dates of inspection:	3-4 March 2004

## Introduction

1. Crossacres Primary School is situated on a local authority housing estate on the outskirts of Manchester. The school was formed following the amalgamation of Crossacres Infant and Junior schools and opened as a primary school in September 2001. Initially the key stages shared a site, but were in separate buildings. Following alterations to the junior accommodation all pupils, with the exception of those in the nursery, moved into one building in September 2003. There are 312 pupils in the main school and 56 in the school's nursery. Almost all pupils have English as their first language. The school has a large number of pupils who experience social deprivation and the percentage of pupils known to be eligible for free school meals is well above the national average. The proportion of pupils identified as having special educational needs is generally in line with the national figure; only two pupils have a formal Statement of Special Educational Need. The pupils' attainment on entry to the nursery is well below average for their age. Since March 2000, the school has had a succession of acting and permanent headteachers, with the present substantive headteacher taking up his post in September 2003. At the beginning of this school year, almost half of the fourteen class teachers were new to the school.

2. Crossacres Junior School was inspected in February-March 2000. The inspection was critical of many aspects of the work of the school and the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education. Following the amalgamation of Crossacres Infant and Junior Schools in September 2001, Crossacres Primary School became subject to special measures.

3. The governors drew up an action plan to address the key issues from the inspection of February-March 2000. The school was visited by Her Majesty's Inspectors of Schools (HMI), on three occasions as a junior school and on seven occasions as a primary school to monitor the progress being made.

4. In March 2004 an HMI and an Additional Inspector inspected the school, assessing the standard of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February-March 2000.

## Main findings

5. In accordance with section 14 of the School Inspections Act 1996, I am of opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils. The main findings of the inspection are:

- the school's results in the 2003 national tests at the end of Key Stage 2, when set against those of 1999, showed little improvement in the percentages achieving Level 4, the basic standard expected, or the higher Level 5. They were well below the national figures in English and mathematics, and below in science;
  - when compared with figures for 2002, the percentage of Year 2 pupils who achieved the levels expected for their age in the 2003 national tests rose in
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mathematics, but fell in reading and writing. The proportions of pupils who achieved the higher Level 3 remained relatively static. These results were generally well below national figures in reading and writing and below in mathematics;

- the improvements in classroom practice since September 2003, and the corresponding improvements in the pace at which the pupils learn, are yet to be reflected in national test results;
- pupils enter the nursery with standards of attainment that are generally well below average for pupils of this age. They make good, and in some cases very good, progress. Their progress slows down in the reception classes, although it is satisfactory overall. Most are on course to achieve standards that are close to those expected for their age by the end of the Foundation Stage, although their speaking and listening skills are at a lower level;
- evidence from lessons and pupils' work shows attainment at the end of Key Stage 1 and Key Stage 2 that is below that expected nationally in mathematics, and well below in reading and writing. In all year groups standards in mathematics are higher than those in English;
- in information and communication technology (ICT) standards are below national expectations, but the pupils are making good progress because of improvements in resources and teaching. The pupils' scientific knowledge is sound but the skills of investigation and enquiry are underdeveloped in most year groups and overall standards are too low. Levels of attainment in the foundation subjects are broadly satisfactory, with strengths in art and history;
- the quality of pupils' learning is good in Key Stage 1 and Key Stage 2. In most lessons pupils build on their knowledge and skills well. Consequently the pupils are now making good progress in almost all classes although there remains underachievement in most year groups;
- there has been a significant improvement in the pupils' behaviour and their attitudes to their work since the junior school became subject to special measures in 2000. In over half of the lessons pupils demonstrated very good attitudes to their work;
- the school's procedures for monitoring attendance have improved, but the attendance figure for the school remains well below the national figure;
- the provision for the pupils' moral, social and cultural development is excellent. Provision for their spiritual development is good, but pupils have too few opportunities for personal reflection;
- overall, the quality of teaching is good. Of the 20 lessons seen, teaching was satisfactory or better in 17 lessons; it was good in eight and very good in three;

- the Foundation Stage curriculum is suitably based on national guidance for pupils of this age and planning is secure. The curriculum for Key Stage 1 and 2 is sound and the strong emphasis on practical work and active learning is proving successful in involving and enthusing the pupils;
- assessment procedures and practice are developing well. A thorough analysis of data from national and internal assessments is helping the school to identify pupils who require additional support, to plan appropriate interventions to improve progress, and to evaluate their success;
- the school has good relationships with its community and there are increasing opportunities for parents to make use of the school's facilities, and to become more knowledgeable about and involved in their children's learning;
- the headteacher is providing strong and dynamic leadership for the school. In the short time he has been in post he has significantly improved the provision for its pupils, the morale of its staff and the parents' confidence in the school. Management structures are working well and the deputy headteacher and assistant headteacher are playing very important roles in the development of the school;
- the curriculum co-ordinators have a consistent approach to the improvement of their areas, but they have yet to monitor and evaluate the delivery of their subjects and the impact of new procedures on raising attainment. They do not have a sufficiently clear view of standards across the school;
- the governing body is increasingly well informed about the performance of the school. A good structure of committees has been established, with clear terms of reference. Governors are beginning to use their improved knowledge to hold the school to account;
- the local education authority (LEA) is providing sound support for the school, with a degree of intervention that is appropriate to the school's needs. The help provided by the link adviser has been very good. The Education Action Zone, working to the school's agenda, is providing very good levels of support.

### **Key issues**

6. In order to improve the pupils' quality of education further, the governors, headteacher, senior managers and staff need to:

- raise standards in English, mathematics, science and ICT;
  - further develop the role of curriculum co-ordinators;
  - improve the pupils' attendance.
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## Inspection findings

### Standards achieved by the pupils

7. The school's results in the 2003 national tests at the end of Key Stage 2, when set against those of 1999, showed little improvement in the percentages achieving Level 4, the basic standard expected, or the higher Level 5. Over the past four years there have been considerable fluctuations in the school's results. The Year 6 pupils have received teaching of a generally good standard throughout this period, but variations in the quality of teaching earlier in the key stage have meant that pupils have entered Year 6 with much ground to make up. Whilst the most able have made good gains, other pupils have been unable to improve at the pace that was necessary and have not achieved the standards of which they were capable. The improvements in classroom practice, and the corresponding improvements in the pace at which the pupils learn, are beginning to raise standards, but this is not yet reflected in national test results.

8. At the end of Key Stage 2, the percentages of pupils who achieved Level 4 in the 2003 national tests was higher than the previous year in English and science, but there was no improvement in mathematics. Despite remaining well below national figures in English and mathematics and below in science, the school's results are above the figures for similar schools in science, in line with the comparable figures for English, and below in mathematics. The proportion of pupils who achieved the higher Level 5 remained relatively static in mathematics and science, but dropped considerably in English. This fall was mainly the result of poor attainment in writing. With the exception of English, the school's figures at the higher level are at least in line with those of similar schools.

9. National comparative information for Crossacres Primary School has only included data for Key Stage 1 pupils since 2002, when the infant and junior schools amalgamated. The percentage of Year 2 pupils who achieved the levels expected for their age in the 2003 national tests rose in mathematics but fell in reading and writing. The school's results were generally well below national figures in reading and writing and below in mathematics. In mathematics the school's figures were above those of similar schools, but they were well below the comparable figures in reading and writing. The proportions of pupils who achieved the higher Level 3 remained relatively static and were in line with those of similar schools in reading and mathematics; in writing they were below.

10. Pupils enter the nursery with standards of attainment that are generally well below average for pupils of this age. They have good and often very good attitudes to their work and apply themselves well to the interesting and relevant tasks that are available to them. They make good, and in some cases very good, progress, learning through practical tasks that are well matched to their ability and their developmental needs. Their progress slows down in the reception classes, although it is satisfactory overall. This is mainly a result of the teachers' weaknesses in managing the pupils' behaviour. Most pupils are on course to achieve standards that are close to those expected for their age by the end of the Foundation Stage, although their speaking and listening skills are at a lower level.

11. At Key Stage 1 and Key Stage 2, the pupils' listening skills are satisfactory in all year groups, but standards overall in English are well below average throughout the school,



although they are starting to improve. The pupils are attentive and give considered responses to what they hear. However, their speaking skills are poor; many have a limited vocabulary and weak grammar, and some have difficulties with articulation. The school has identified this area as a priority for improvement and the measures that are being taken are starting to have a positive impact through drama and more structured opportunities for discussion. The pupils' vocabulary is still limited at the end of both key stages and, although many speak volubly, some convey little information. Often, pupils attempt to respond in class with a single word or short phrase, but many teachers are developing their skills in using open-ended questions to encourage the pupils' to convey their ideas and knowledge at greater length.

12. In reading, standards are well below average at the end of both key stages. Year 2 pupils read simple texts accurately, but with little expression and limited understanding. They have a suitable range of strategies for reading words that are unfamiliar to them, and they apply their phonic knowledge appropriately. Pupils read with little expression and enthusiasm and few are able to talk about books they have enjoyed or a favourite author. Their reading lacks breadth. Although most pupils in Key Stage 2 read appropriate texts with reasonable accuracy, they have difficulty in exploring the deeper meaning of what they have read. They enjoy reading and have adequate recall of events but their ability to identify features of character and motivation is weak. The lack of a rich vocabulary often inhibits their ability to understand the text fully.

13. Standards in writing are also well below average at the end of both key stages and the pupils are not at present on course to improve on the test results of 2003. While the more able are reaching the expected standards, the weaknesses in pupils' speech are hampering their efforts to express themselves in writing. Many pupils in Year 2 write in sentences with accurate simple spellings and punctuation. However, this is not the case for the majority and there is a substantial proportion who are not set to reach even the lowest level of the expected standard and many do not yet write more than a few words independently.

14. There is a similar picture in Year 6. The more able pupils write interestingly, using a wide vocabulary, with a sound structure, and secure spelling and punctuation. They write with a suitable style for the purpose, although there is limited evidence of writing of any length. The work of many pupils is often marred by untidiness and a slow pace. Some, even in Year 6, do not copy words correctly from the board, and many teachers are not sufficiently demanding about accuracy. All classes have handwriting lessons, following the school's style. While the pupils develop their skills adequately in these sessions, letter formation, posture and pencil control are not emphasised consistently, some letter and number reversals persist into Year 6. Many do not join their writing consistently and some pupils' poor pencil grip persists because it has not been corrected. The teachers' own presentation and writing in the displays in classrooms and around the school show a good standard. Many teachers use the school handwriting style in their own writing on the board and in their marking of the pupils' books but this is not always the case.

15. Overall, the pupils are now making at least sound progress in English because the teaching is more clearly focused on areas that need improvement, although there is some inconsistency in the way that skills are being taught. Rates of progress vary between classes and the good gains being made in Year 6 are insufficient to make up for slower progress earlier in the pupils' school careers. These weaknesses are restricting the pupils' ability to

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build on their skills and understanding in some other subjects. Nevertheless, standards are starting to rise because the teaching is mainly consistent and the focus on developing the pupils' vocabulary and spoken language throughout the curriculum is enabling them to improve their reading and writing skills at a more rapid rate than has been the case.

16. The standards the pupils are achieving in mathematics are generally below those expected for their age. In most year groups, this underachievement reflects the legacy of unsatisfactory provision that the pupils have experienced earlier in their school lives. This is particularly, but not exclusively, the case for pupils in Year 4 and above. However, standards are beginning to rise and in the majority of the classes the pupils are making good progress in their mathematical learning.

17. At the end of Key Stage 1 the standards that the pupils are achieving are below those expected nationally for their age. The pupils' recognition of numbers is good, but their mental and oral skills let them down. Many cannot quickly recall two numbers that make ten, and those who can are not able to use this knowledge to help them find numbers that make 20; they do not instantly know the double of numbers such as eight. The pupils are not sufficiently aware of, and do not look for, the patterns in numbers that would help them find the answers to their calculations; for example, they know that  $2+8=10$  but cannot use this knowledge to help them find what you need to add to 12 to make 20. When completing addition problems, the more able are beginning to consider the most efficient strategy for a calculation, but too many still rely on counting on and are not able to carry out this process accurately. The pupils' knowledge of two and three-dimensional shapes is not secure.

18. In Year 6, the more able pupils are achieving the standards expected for 11-year-olds nationally, with a group on course to achieve the higher Level 5. However, overall the standards in this year group are generally below national expectations. The pupils' mental and oral skills are good. They generally have good recall of multiplication facts and, when they do not know the answers, they work them out from facts they know. The pupils apply a sound range of strategies when adding and subtracting numbers, including formal written methods. They can describe the process they have used to achieve their answers and discuss and debate the strategies they have used. Many pupils can convert fractions to decimals and the more able can reduce a fraction to its simplest terms. Work on percentages is less well developed.

19. The pupils' scientific knowledge is sound across the school. The investigative aspect of science is secure in the Foundation Stage and Year 1, but these skills are underdeveloped in other year groups and, overall, standards are below national expectations. The limitations in pupils' prior knowledge make it hard for them to predict the results of their experiments or to talk with confidence about a fair test. The school has improved its teaching of this aspect of the subject but has not yet compensated fully for weaknesses arising from the provision that the pupils previously received.

20. Standards of attainment in ICT are below national expectations, but the pupils are making good progress because of improvements in resources and in teaching. The school has a suitable scheme of work and timetabling allows for the direct teaching of skills and their use across a range of curriculum areas. Levels of attainment in the foundation subjects are broadly satisfactory, with strengths in art and history.

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21. The quality of pupils' learning is good in Key Stage 1 and Key Stage 2. In most lessons the pupils build on their knowledge and skills well. Consequently the pupils are making good progress in almost all classes, although there remains significant underachievement in most year groups.

### **The pupils' attitudes, values and personal development**

22. The pupils' behaviour and their attitudes to their work are very good. This is a significant improvement since the junior school became subject to special measures in 2000, when attitudes and behaviour formed a key issue for improvement. The pupils are benefiting from more interesting and active lessons which are creating an enthusiasm for learning. They are keen to experiment and eager to share their ideas with others. The pupils settle quickly and quietly to the tasks they are given and work well independently. They are confident to explain their ideas and perform in front of others. There are good relationships between the adults and pupils in the school and a great deal of mutual respect. The pupils work well together and they value the ideas and respect the feelings of their classmates.

23. The school has created an environment where all feel valued and secure and success is celebrated. A good policy for behaviour ensures the consistent management of behaviour across the school; class behaviour logs are regularly monitored and links to attendance are identified. Individual and group achievements are acknowledged at assemblies to which the parents of those who are to receive awards are invited.

24. The pupils' attendance is slowly beginning to improve but, despite the school's best efforts, the overall percentage remains well below the national figure. The school's attendance officer, with high levels of support from the education welfare officer, is implementing a good set of procedures aimed at improving attendance and punctuality, but their impact has been limited. The importance of good attendance and prompt arrival are suitably reinforced through weekly assemblies, posters and displays around the school, and through discussion with parents.

25. The provision for the pupils' moral, social and cultural development is excellent. Provision for their spiritual development is good. Religious education lessons are planned well and there is monitoring to ensure appropriate coverage of the curriculum. There is a suitable pattern of assemblies providing for collective worship and celebration of achievement. While there is some time set aside for personal reflection within assemblies, there are insufficient opportunities for this within lessons.

26. The pupils have a keen sense of right and wrong that has been developed through an extensive programme aimed at improving behaviour. They take on responsibilities, with maturity and care. Pupils fulfil their responsibilities for the smooth running of the school when carrying out their roles as prefects and house captains. The recently formed school council is an excellent body which is very well supported by the assistant headteacher. This elected group, which represents almost all the age groups in the school, takes its responsibilities very seriously. The view expressed by a representative that it "opens up the minds of children to how they could make the school a better place" encapsulates its role.

27. Extracurricular activities are plentiful and provide excellent opportunities for social interaction. These are helping pupils to consider their place in society and understand the

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benefits and responsibilities of community life. The school has recently used an additional management responsibility point for the development of extracurricular activities, reinforcing the importance it gives to this aspect of the pupils' development. Breakfast and after-school clubs provide further opportunities for social interaction and the older pupils have the opportunity to take part in a residential visit. When designing the new playground developments the school has paid good attention to its pupils' social needs.

28. The pupils' cultural development is enhanced through a range of interesting projects such as a current Italian theme. The recent establishment of a post for the development of the performing arts reflects the priority that the school gives to this area. Multicultural awareness is enhanced through visits out of school and visitors to the school. Display is used as a powerful tool for communicating the importance of art as a way of expressing ideas and feelings across cultural boundaries.

### **The quality of education**

29. Overall the quality of teaching is good. In the 20 lessons seen, the teaching was satisfactory or better in 17; it was good in 8 and very good in 3. In lessons where the quality of teaching was satisfactory, planning was sound and the learning objectives were communicated to the pupils at the outset, reinforced as the lesson progressed and reviewed at its end. The work was matched well to different ability levels. Pupils were encouraged to discuss their ideas in pairs and groups, and the use of resources such as number fans ensured that all were involved in whole-class sessions. Teachers organised and managed their classes well and the classroom assistants were appropriately deployed. Resources were appropriate and the classroom environments were good. Much emphasis was placed on the development of pupils' vocabulary, and the use of key terms was systematically reinforced.

30. Where the teaching was good or very good, the emphasis was on active learning; for example, teachers using drama to establish whether pupils could retell a story, or "maths on the move" to reinforce negative numbers. Opportunities to perform in front of an audience raised confidence and self-esteem. Pupils were encouraged to think beyond the literal, and to listen and learn from each other. Lessons proceeded at a brisk pace and every opportunity was taken to reinforce the learning. Pupils were given opportunities to evaluate their own work and that of others and to suggest improvements.

31. In lessons where the teaching was unsatisfactory, the teachers' expectations of how pupils should behave, when working as a class or in groups, were too low. They found the management of pupils' behaviour difficult. Acceptable noise levels, movement around the classroom and appropriate routines had not been established. Consequently, learning was regularly interrupted to remind pupils of how they should behave and, as a result, the momentum for learning was lost.

32. The Foundation Stage curriculum is suitably based on the national guidance for pupils of this age and the planning is secure. More generally, the school provides its pupils with a broad curriculum, with detailed and appropriate schemes of work. A clear framework has been developed, setting out what should be taught in each year group and ensuring that there is coverage of all subjects required by the National Curriculum, religious education and personal, social and health education. An effective planning system is consistently implemented by teachers. National model schemes of work are being adapted to the needs of

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the school. Subject co-ordinators are identifying and planning for the development of the specific subject skills so that these are built on systematically. Timetables have been reviewed and changes made to ensure that enough time is allocated to the teaching of literacy and numeracy and that the other subjects have sufficient coverage. The curriculum is enriched by a range of visits to places of educational interest and visitors who contribute to the pupils' learning in many subjects. The school is providing a variety of interesting extracurricular activities, which are popular and well attended, and many of which involve the parents.

33. Assessment procedures and practice are developing well. A thorough analysis of data from national and internal assessments is helping the school to identify pupils who require additional support, to plan appropriate interventions to improve progress, and to evaluate their success. There are clear assessment procedures for all National Curriculum subjects. These are a combination of formal assessments in the core subjects and less formal arrangements for all other subjects. Good attention has been given to the manageability of this process. The school's analysis of termly assessments in reading, writing and mathematics is very good and gives a clear picture of the progress of each class and the improvements in standards that have just begun.

34. The school is using the accommodation currently available to it very well. Good use is being made of all available space, and the establishment of a Year 6 common room has raised the self-esteem of those pupils. The move to a one-site school has established Crossacres as an integrated primary school, both in the eyes of teachers and the local community.

35. The school has very good relationships with its parents and the local community and there are increasing opportunities for parents to make use of the school's facilities, and to become more knowledgeable about and involved in their children's learning. Outside providers, such as adult education and a group for mothers and toddlers are making good use of the building. Parents are provided with information about the school through regular newsletters, and events such as fashion shows are encouraging them to come into the school. The community co-ordinator has provided a robust lead for this area of development.

### **Leadership and management**

36. The headteacher is providing strong and dynamic leadership for the school. In the short time that he has been in post he has significantly improved the provision for its pupils, the morale of its staff and the parents' confidence in the school. He has a clear vision for the school, to which the staff are committed, and has created a positive climate where individual contributions are valued. He is driving forward initiatives in the school at a very good pace. The deputy headteacher and assistant headteacher are playing very important roles in the development of the school. Management structures are working well. Members of the senior management team understand their roles, and lines of communication between the different layers of management are clear.

37. The curriculum co-ordinators have a consistent approach to the improvement of their subjects. Their action plans are good, and based on a thorough audit of the school's strengths and weaknesses. The co-ordinators have yet to monitor and evaluate the delivery of their

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subjects and the impact of new procedures on raising attainment. They do not have a sufficiently clear view of the standards in their subjects across the school.

38. The school has very good procedures for monitoring and evaluating its progress. Members of the leadership team and the link adviser regularly monitor the quality of teaching, set individual targets, identify the support that will be needed if teachers are to improve, and revisit areas for development. The progress that pupils are making and the standards they are achieving are assessed through: the analysis of national and internal data; classroom observations; monitoring teachers' planning files; scrutinising pupils' work; and checking displays.

39. The school's improvement plan provides a very good base for future development. It has been written following a thorough evaluation of the school's position and focuses on raising attainment. It provides a clear overview for the development of subjects and aspects over a three-year period, with more detailed and appropriate priorities in the shorter term. The co-ordinators' action plans provide a well-judged agenda for shorter-term developments.

40. The governing body is increasingly well informed about the performance of the school. A good structure of committees has been established, with clear terms of reference. Governors are beginning to use their improved knowledge of the school to hold it to account.

41. The quality of LEA support has improved and is now sound. The new headteacher has not felt the need to involve the LEA in a wide range of developments and, as a result, the LEA's involvement in the school has declined, although it has been appropriate to the school's needs. The help offered by the school's link adviser has been of very good quality and very much appreciated by the school's senior management. The EAZ, working to the school's agenda, has provided very good levels of support for specific initiatives, such as those linked to an Italian theme.

### **Implementation of the action plan**

42. The inspection report of 2000 required the school to address six key issues. These principally related to: raising standards by improving the quality of teaching; strengthening leadership and management; improving the quality of the curriculum and learning opportunities; ensuring appropriate provision for pupils with special educational needs; improving the standards of behaviour and the quality of relationships; and improving the relationships with parents. Overall reasonable progress has been made and most of the objectives in the school's action plans have been completed, but standards in some subjects are still not as good as they should be.

43. Improvements in teaching were slow to materialise, but significant staffing changes at the beginning of the autumn term 2003 have had a major impact on the quality of teaching and learning, and there remains little unsatisfactory teaching in the school. There have been improvements in the deployment of staff, with experienced and effective teachers working alongside those who are new to the profession. Pupils are being given greater opportunities to learn from practical experiences. Standards are beginning to rise, but the legacy of underachievement remains and there is still much to do if all pupils are to achieve their potential.

44. A succession of changes in leadership initially held back the school's progress, but the current headteacher is providing very good leadership for the school. Management structures within school are working well and members of the senior management team have a clear view of their roles and are driving forward initiatives at a very good pace.

45. Schemes of work are suitably based on national models and are being adapted to the needs of the pupils. The school has a detailed curriculum framework which should ensure complete curriculum coverage, avoid unnecessary repetition and encourage a more practical approach to teaching. There has been a review of the school's timetables to ensure that the best use is made of time, and the school has good procedures to check that policies are translated into effective practice.

46. The procedures for ensuring appropriate provision for pupils with special educational needs are now secure and the school is using them well to monitor pupils' progress and to make sure that those who are underachieving, as a result of inadequacies in past provision, do not remain on the register longer than is needed. All staff are now working towards the same objectives, but change has been too recent for the system to be totally effective. Pupils' behaviour and their attitudes to their work have improved considerably. More interesting and active lessons are creating an enthusiasm for learning and pupils have a sense of pride in their school and an awareness of their contribution to improvement.

47. The parents are confident in the school's ability to improve. They are more involved in the general life of the school and in the education of their children.

## **Appendix – Information about the inspection**

Crossacres Junior School was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in February-March. 2000. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education. In September 2001, following the amalgamation of Crossacres Infant and Crossacres Junior Schools, Crossacres Primary School became subject to special measures.

The school was visited by HMI in October 2000, in January, May and September 2001, in January, April and November 2002, and in March, June and November 2003, to assess the progress it was making to implement its action plan and address the key issues in the inspection report of February-March 2000.

In March 2004, an HMI and an Additional Inspector returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Twenty lessons or parts of lessons, two assemblies and two registration sessions were inspected. The pupils were observed at break and samples of their work were inspected. Meetings were held with the headteacher, key staff, the chair of governors and representatives of the LEA. Discussions were held with other staff and pupils. A wide range of the school's documentation was scrutinised. Account was also taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and key issues in the inspection report of February-March 2000 and the action plan prepared by the governing body to address those key issues.





