

# Cross Gates Primary School

Poole Crescent, Leeds, West Yorkshire, LS15 7NB

## Inspection dates

15–16 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- The school has maintained the good levels of achievement present at the previous inspection.
- Actions taken by leaders, managers, and governors to improve provision for science and information and communication technology (ICT) have been successful.
- Senior leaders, managers and governors are dedicated to the care and well being of all pupils. A strong sense of teamwork exists among all staff.
- Governors support and challenge the school. They are knowledgeable and possess a range of skills which are valuable to the school community.
- Pupils' behaviour is good. They enjoy lessons and are polite and friendly to each other, adults and visitors.
- Pupils feel safe at school because staff listen to their problems and help them find solutions.
- Attendance is average and improving. Staff are rigorous in following up absence from school.
- Achievement is good. From low starting points when they join school, pupils make good progress, particularly in reading and mathematics.
- Disadvantaged pupils and disabled pupils and those with special educational needs receive good support which enables them to achieve well.
- Teaching is typically good. Teachers plan lessons that interest pupils and keep them keen to learn.
- Pupils' spiritual, moral, social and cultural development is good and is supported through lessons, assemblies and additional activities in and out of school.
- Provision in early years is good. Children settle quickly and make good progress.

### It is not yet an outstanding school because

- Teaching is not yet outstanding with the result that achievement in writing across the school is not as strong as that in reading and mathematics.
- There are missed opportunities to demonstrate and celebrate examples of good quality and neatly presented writing.
- Leaders and managers are not sufficiently rigorous in checking the quality of work being produced and the feedback pupils in all classes receive.
- The work set for the most able often lacks challenge.

## Information about this inspection

- Inspectors visited many lessons or parts of lessons, two of which were observed jointly with the headteacher or deputy headteacher. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff and groups of pupils. Inspectors also met with the Chair and other members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed playtimes and lunch breaks, and attended an assembly. Displays around school and also in classrooms were scrutinised.
- Inspectors were unable to take into account responses to the on-line questionnaire (Parent View) as there were too few to register. However, inspectors looked at the results of a parent questionnaire carried out by the school.
- The views of staff and pupils were also considered.

## Inspection team

Christine Millett, Lead inspector

Additional Inspector

Sue Eland

Additional Inspector

## Full report

### Information about this school

- Cross Gates primary school is smaller than the average-sized primary school.
- The majority of pupils are of White British heritage. Other pupils are from several different ethnic groups. Almost all pupils speak English as their first language.
- The proportion of disadvantaged pupils, who are therefore eligible for pupil premium funding, is well above that found nationally. (The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.)
- The proportion of disabled pupils and those with special educational needs supported through school action is well below that found nationally. However, the proportion supported at school action plus or through a statement of special educational needs is above the national average.
- The proportion of pupils who join and leave the school at times other than the norm is well above average.
- The school meets the government's current floor standards which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Early years consists of two part-time Nursery classes and one full-time Reception class.
- The school runs a daily breakfast club for pupils who attend the school.
- A children's centre is located on the school site. This is subject to a separate inspection.
- The school is part of the Leeds East Primary Partnership.

### What does the school need to do to improve further?

- Improve the quality of teaching from good to outstanding in order to raise standards further, particularly in writing, by:
  - ensuring there are more opportunities for pupils to practise their writing skills in all subjects
  - modelling and celebrating examples of good and better writing and handwriting throughout the school
  - increasing the level of challenge for the most able pupils
  - ensuring greater rigour by senior leaders and managers in the monitoring of the teaching of writing and the quality of marking in order to eliminate inconsistencies in practice.

## Inspection judgements

### The leadership and management are good

- The headteacher actively seeks opportunities to work with the local community to ensure pupils enjoy positive experiences of school. She is well supported by senior leaders, staff and governors who are equally committed to providing the best education possible for the pupils in school.
- Pupils from all backgrounds and of all abilities are welcomed. Pupils receive the additional help and support they need and all have access to the extra activities that take place. These actions ensure equality of opportunity for all.
- The pupil premium funding is being used effectively to support groups and individuals. It has had a significant impact on the progress and achievement of eligible pupils throughout the school.
- Systems for managing teachers' performance are in place. Teachers' targets are set to help them improve their teaching. These are linked to the progress their pupils make and the schools' priorities for further development.
- Middle managers and subject leaders are influential in their areas of responsibility. For example, in the improvements that have been made in the teaching of science and ICT since the previous inspection. However, leaders and managers are not yet sufficiently rigorous in their checking of the quality of the teaching of writing and marking to ensure consistency and enable pupils to reach the levels of which they are capable.
- The wide range of subjects and activities provided engage pupils effectively in their learning. There is an extensive range of visits and visitors, and good opportunities for sport, music, dance and drama which support pupils' spiritual, moral, social and cultural development well. However, pupils are provided with too few opportunities to practise their writing skills in subjects other than English.
- The school promotes tolerance and respect for all through assemblies and religious education lessons. British values of democracy and responsibility are encouraged through pupils' involvement in the election of the school council and visits to the Houses of Parliament for Year 6.
- The school encourages parental involvement and creates many opportunities for them to engage in their children's learning. Workshops, such as computing and parenting classes, are held throughout the year. Very close links with the Children's Centre enable parents to become familiar with school before their children start in the Nursery class.
- The primary school sports funding has been used effectively to provide additional opportunities for pupils to develop their sports skills. Pupils in all year groups have competed against pupils from other schools in multi-skills events as well as football and 'tchoukball'. Through these events equality of opportunity is reinforced.
- The local authority provides light touch support for this good school. Additional support is available from the local authority at the school's request. The school also works closely with fellow members of the Leeds East Primary Partnership to share training and expertise.
- **The governance of the school:**
  - Governors are knowledgeable and show a high level of commitment to the school. They are familiar with published performance data and able to make comparisons between the school with other schools locally and nationally. Governors are well aware of the training opportunities available to them and willing undertake a range of training activities which enable them to support and challenge the school. This they do in equal measure. Members of the governing body have clear roles and are kept well informed by the headteacher and subject leaders. They visit the school regularly and attend all school events. They are aware of the link between staff performance and pay especially in relation to teaching and pupil progress. Governors understand how the additional funds that the school receives, for example, the pupil premium funding and the primary sports grant, are being used and their impact upon pupil progress. Governors ensure that safeguarding arrangements are rigorous and effective. Members of the governing body carry out regular checks to make sure pupils are kept safe. As a result, safeguarding arrangements meet statutory requirements.

**The behaviour and safety of pupils are good****Behaviour**

- The behaviour of pupils is good. All members of staff and parents who completed the school's own questionnaire were unanimous in their views that pupils are well behaved.
- In most lessons pupils behave well because there is much to engage them in their learning. They work well together in groups or pairs and respond well to instructions from adults.
- The vast majority of pupils across the school have positive attitudes to their learning. They are keen to answer questions. Occasionally, a very small number of pupils do not pay full attention to their teacher and find it hard to sit still and listen. Others do not always take enough pride in the presentation of their work. The school offers good support for the very small number of pupils who find managing their own behaviour difficult.
- Pupils move around school smartly and are alert and attentive in the dining hall and assembly. Playtime buddies are vigilant in making sure pupils play happily together. Playground zones, which cater for different types of play, ensure breaks are fun and harmonious.
- All pupils enjoy the opportunities they are given to take on responsibilities within their own classrooms or around school, such as lunchtime cover for the school office. Whatever the task, it is tackled with pride and enthusiasm.
- Attendance has improved and is now average. The school keeps a constant check on the few pupils who miss out on schooling because of holidays taken in term time.

**Safety**

- The school's work to keep pupils safe and secure is good, and parents agree. Pupils say they feel safe in school, and have a good understanding of how to keep themselves safe. The curriculum raises pupils' awareness of personal safety and well-being. For example, pupils learn how to use the internet and ride bicycles safely.
- Pupils know the different kinds of bullying including cyber-bullying. They say that bullying of any kind is very rare in school. Should they have a problem they have absolute confidence in staff to sort things out quickly and effectively.

**The quality of teaching is good**

- The quality of teaching is good. For the most part, teachers have high expectations of what pupils can achieve and ensure that the level of challenge enables pupils to be fully involved in their learning. However, this is not consistently the case across the school, particularly in the teaching of writing, and there is sometimes insufficient challenge for the most able. This has resulted in pupils' rates of progress and standards in writing not being high enough over time.
- Imaginative strategies and resources are often used to capture pupils' interest such as history being brought alive when pupils were videoed in the roles of Sir Walter Raleigh and Queen Elizabeth I. Pupils enjoyed and were motivated by the tasks and remained engaged throughout the lesson.
- Teachers have good subject knowledge and expertise which enables them to give clear explanations and model key vocabulary well to further pupils' skills in mathematics and English.
- Opportunities are used well to encourage pupils to explore alternative points of view and also to develop their speaking and listening skills. Targeted questions ensure pupils are focused and generate detailed answers ascertaining their depth of understanding.
- Teaching assistants make valuable contributions to learning. They support pupils effectively both in whole class sessions and in group work. These interventions have been particularly successful in teaching pupils to read.
- Pupils' work is marked regularly. However, some marking focuses too much on what pupils have done, rather than what they need to do to improve and move on to the next stage in their learning. The careless presentation of work is sometimes overlooked in marking.
- Displays in classrooms and around the school reflect the topics being studied. However, there are few examples of good quality writing being celebrated or modelled in order to give pupils a better understanding of what is expected of them or how to improve further.

**The achievement of pupils is good**

- Published data shows that in 2013, the proportion of pupils starting Year 1 having reached a good level of development overall in all the early years' areas of learning was below that found nationally. Most recent data shows similar results for 2014.
- In 2013 the proportion of pupils reaching the required standard in phonics (letters and the sounds they make) in the national screening check for Year 1 pupils was similar to the national average. However, school data show that in 2014, as a result of good teaching, there has been a considerable improvement in the results of the Year 1 test. The proportion reaching the expected standard is now above that found nationally.
- Although standards by the end of Year 2 in reading, writing and mathematics are broadly average, pupils have made good progress over their time in school and from their often below typical starting points. However, few pupils are reaching the higher levels, particularly in writing.
- Over the last three years, standards at the end of Year 6 have been above average in reading and mathematics and broadly average in writing. The proportion reaching the higher levels is similar to those found nationally except in writing. Again, writing has proved to be the least successful area. The school has identified low levels of development in speaking and listening skills and a limited range of experiences as possible reasons for the less than rapid progress in writing.
- The most recent test results show that from their individual starting points, by the end of Year 6, the proportion of pupils making the progress expected of them in reading, writing and mathematics is above the national average. The proportion making more than the progress expected of them is well above that found nationally in reading and mathematics but below in writing. Nevertheless, this represents good progress overall throughout their time in school.
- In some classes, progress is uneven and there is insufficient challenge for the most able pupils. As a result, these pupils are making good but not the outstanding progress of which they are capable with too few of them reaching the highest levels in all subjects in Key Stage 1 and Key Stage 2.
- Over time, as a result of the effective use of pupil premium funding, disadvantaged pupils made similar levels of progress as other pupils in the school. Results in national tests in 2014 show there is no gap between disadvantaged pupils and their classmates. However, in 2013, disadvantaged pupils were two terms behind other pupils nationally in writing, half a term behind in mathematics but almost two terms ahead in reading.
- There are some inconsistencies from class to class and subject to subject. However, work in pupils' books and the school's own assessments show that progress in reading, writing and mathematics overall is at least as expected.
- The proportion of disabled pupils and those with special educational needs is generally small and varies from class to class as does the range and complexity of their needs. Even so, this group of pupils is making similar levels of progress to their classmates because of the good quality support they receive.
- Reading is very well taught across the school and pupils have developed a love of books and joy of reading. Pupils enjoy reading and do so regularly. They read with expression and understanding and make good use of their knowledge of letters and sounds to work out unfamiliar words.

**The early years provision is good**

- The early year's manager provides good leadership. She understands the strengths and areas for development and provides good links between the early years' classes and Key Stage 1. Staff receive appropriate training.
- Children behave well. They are happy to take part and answer questions showing that they are gaining in confidence and trust the adults around them. The safety of children in early years has a high priority and risk assessments are carried out frequently.
- The quality of teaching is good. Staff provide a wide range of stimulating activities both in and out of doors. Children thoroughly enjoyed tasting a wide range of fruit, vegetables and salad, some of which they had never tried before. This promoted children's understanding well of a healthy lifestyle.
- Most children start in the Nursery class with skills and knowledge that are below those typically found in children of this age with a few who have a level of development that is significantly below typical. School tracking shows that they make good progress so that by the time they leave the Reception class many have caught up and have reached a good level of development. There are good links with staff in Year 1 which ensure the move from early years to Key Stage 1 goes smoothly. Children, including those with

disabilities and special educational needs, and disadvantaged children, are well supported and there are positive relationships between adults and children. During the inspection adults were seen promoting language well. For example, in a phonics lesson adults modelled letter sounds extremely well and listened carefully to children's responses. However, there are sometimes too few opportunities to practice writing, particularly for the most able.

- Relationships with parents are good and the school provides opportunities for them to be involved in their child's learning, such as attending the family learning groups or the more informal sharing of information about their child's learning at home.

## 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

<b>Unique reference number</b>	107934
<b>Local authority</b>	Leeds
<b>Inspection number</b>	448369

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

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	214
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Nigel Turner
<b>Headteacher</b>	Rosaleen Hamer
<b>Date of previous school inspection</b>	29 March 2010
<b>Telephone number</b>	0113 264 5763
<b>Fax number</b>	0113 264 5763
<b>Email address</b>	rosaleen.hamer@crossgates.leeds.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', which is available from Ofsted's website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk). If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit [www.parentview.ofsted.gov.uk](http://www.parentview.ofsted.gov.uk), or look for the link on the main Ofsted website: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may copy all or parts of this document for non-commercial educational purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

[Piccadilly Gate](#)  
[Store St](#)  
[Manchester](#)  
[M1 2WD](#)

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.ofsted.gov.uk](http://www.ofsted.gov.uk)

© Crown copyright 2014

