

Inspection of Crossgates Primary School

Kiln Lane, Milnrow, Rochdale, Lancashire OL16 3HB

Inspection dates: 29 and 30 March 2023

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Outstanding
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Good

What is it like to attend this school?

Pupils are very proud to attend Crossgates Primary School. The motto of 'Be kind, be kind, be kind' ensures that it is a happy and welcoming school. Pupils are kept safe and trust adults to deal with any issues that arise. Pupils know that bullying is not allowed. If there were any incidents of bullying, pupils are confident they would be dealt with effectively.

Pupils are a credit to the school. They behave exceptionally well. Pupils are caring and considerate of each other. Relationships between pupils and adults are very positive. There is a purposeful working atmosphere throughout the school. Pupils appreciate the support that they receive from staff, both for their learning and for their well-being.

Staff expectations are high for all pupils, including pupils with special educational needs and/or disabilities (SEND). In lessons, pupils are attentive and eager to learn. Leaders place a high focus on learning, which results in pupils achieving well.

Parents speak positively about the leadership of the school. They recognise the high levels of support from staff for the pupils.

What does the school do well and what does it need to do better?

Leaders have mapped out an ambitious curriculum, which covers what pupils need to be able to know and do in each class. Pupils achieve well in most subjects. All subjects have been carefully broken down so that teachers understand the key knowledge leaders want all pupils to learn.

Leaders have ensured that the curriculum starts with what children in the Reception class need to know before moving on to Year 1. Leaders have further strengthened the curriculum for English and mathematics. The strong Year 6 outcomes for 2022 reflects these improvements.

Teachers display strong subject knowledge. They help pupils to make connections in their learning. For example, pupils used their knowledge of abstract nouns to describe the work of Picasso during an art lesson. However, in some subjects, some pupils have not understood or remembered aspects of their current and earlier learning. This results in pupils' misconceptions hindering their next steps in learning.

Leaders provide well for pupils with special educational needs and/or disabilities (SEND). Leaders accurately identify the needs of pupils with SEND. Leaders ensure there is detailed guidance for staff to use when delivering learning activities for pupils with SEND. Leaders also provide effective training for staff about how best to support pupils with SEND, especially around autism spectrum disorder. They ensure that pupils with SEND are able to access the same curriculum as their peers. This supports pupils with SEND to achieve well.

Leaders understand the importance of reading. Children in the early years experience a wide variety of books. This fosters their interest and promotes their language skills. Children begin to learn the sounds that letters represent as soon as they start in Reception. The books that they read in Reception and in Year 1 are matched to their current sounds. The phonics programme is well organised, and staff who deliver phonics are well trained. However, some pupils who struggle to read do not consistently receive the support they need. This hinders their progress to become fluent readers. Leaders have focused on developing a love of reading across the whole school. Pupils talked positively about having access to high-quality texts in the 'dazzle packs', which are regularly updated.

Pupils' behaviour is exemplary. Pupils have very high levels of respect for each other. They get along well together. Pupils go above and beyond to support each other. Policies and procedures have been written with pupil relationships at the heart of them. As a result, pupils are very clear about what is expected of them. Lessons are not disturbed by low-level disruption.

Leaders provide opportunities for pupils to learn about themselves and others through the personal, social and health education programme. Pupils talked maturely about the issues that young people face in today's modern society. Staff are particularly supportive to those pupils who need extra support to manage their emotions. Pupils develop leadership skills through being on the school council. Staff also enhance the curriculum with carefully chosen visiting authors and educational visits to places of local interest, such as a specialist provider of outdoor education.

Leaders, including governors, know what the school does well and what it needs to do to improve even further. Leaders ensure that staff are well supported to manage their workload and well-being. They have developed within the school a culture of high expectation, trust and support.

Staff are appreciative of how leaders support their workload and well-being.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding at this school. Leaders provide regular training for staff and governors. Staff pass on concerns promptly. Leaders work well with external agencies to provide additional help when needed.

Pupils are taught how to keep themselves safe. They learn about healthy relationships and healthy eating. Pupils know that there is someone they can talk to if they are worried or concerned.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, some pupils who find reading difficult do not get the support that they need to overcome gaps in their phonics knowledge and understanding. This hinders pupils from becoming fluent readers. Leaders should ensure that teachers are well-equipped to spot gaps in pupils' reading knowledge and then take steps to help pupils overcome these difficulties.
- Some pupils struggle to recall some of the knowledge that has previously been taught. This is because, in some subjects, teachers are not providing enough opportunities for pupils to revisit their prior learning. Leaders should ensure that pupils have opportunities to recall and revisit prior learning so that they know more and remember more.

How can I feedback my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	105846
Local authority	Rochdale
Inspection number	10242161
Type of school	Primary
School category	Foundation
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	316
Appropriate authority	The governing body
Chair of governing body	Sarah Doherty
Headteacher	Jane Norton
Website	www.crossgates.rochdale.sch.uk
Date of previous inspection	14 September 2017, under section 8 of the Education Act 2005

Information about this school

- Leaders use one alternative provider, which is not currently Ofsted registered.
- There is a breakfast and after-school club, run by the school.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, other senior staff, members of the governing body, including the chair of governors, and a representative from the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, computing and history. For each deep dive, inspectors discussed the curriculum

with subject leaders, looked at a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work.

- Inspectors observed some pupils reading to staff.
- Inspectors evaluated the impact of pupils' behaviour on learning by observing their conduct in lessons, as well as talking to pupils, staff, parents and carers.
- Inspectors considered the responses to Ofsted Parent View. They also took account of the responses to Ofsted's pupil and staff surveys.
- Inspectors spoke to pupils and parents about the wider opportunities provided to promote pupils' personal development.
- Inspectors reviewed information about some other curriculum subjects and considered a range of information about pupils' personal, social and health education.

Inspection team

Andy Hunt, lead inspector	Ofsted Inspector
Philip Barlow	Ofsted Inspector
Sally Kenyon	Ofsted Inspector

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