Inspection of Cross Gates Primary School

Poole Crescent, Leeds, West Yorkshire LS15 7NB

Inspection dates: 17 and 18 April 2024

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

What is it like to attend this school?

Cross Gates Primary School is a happy school at the heart of the community. Pupils enjoy positive relationships with their peers and with adults. They trust that adults will help them if they ever have worries. As a result, pupils are happy and safe at school.

Pupils' attitudes reflect the school's seven values. These include being respectful, responsible and resilient. They are kind, polite and considerate. They welcome visitors to their school with pride. From the extremely strong start that children make in the early years, pupils develop into confident members of the school community. They are well prepared for the next stage of their education.

The school has high expectations for all pupils, including those with special educational needs and/or disabilities (SEND). Leaders and governors have high expectations for pupils' behaviour and achievement. Pupils respond well to these expectations. They behave well and have positive attitudes to their learning. Pupils report that everyone is treated fairly. They say that rare instances of bullying are dealt with effectively by staff.

Pupils appreciate the opportunities they have to participate in a range of extra-curricular activities. They proudly fulfil leadership roles, such as school councillors, food ambassadors or corridor 'cops'.

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

The school has planned an ambitious curriculum that starts in the early years. In most subjects, leaders have identified and mapped the vocabulary, knowledge and skills that they want pupils to learn at each stage. In some foundation subjects, the curriculum is less well refined. In these subjects, teachers are not always clear on what to teach and when.

In mathematics, pupils follow a very clear sequence of learning. Lessons develop pupils' knowledge well. Teachers provide pupils with regular opportunities to revisit previous learning to ensure their understanding is secure before moving on. Teachers make timely and effective checks on pupils' knowledge to inform next steps.

Pupils with SEND access the same ambitious curriculum as their peers. There are effective systems in place for identifying their individual needs. Where necessary, they receive additional support or thoughtful adaptations to learning. All pupils with SEND, including those with some complex needs, are supported well.

The school places a strong focus on reading. Teachers are experts in teaching phonics. Children in the early years and pupils at the early stages of learning to read have lessons that follow a clear sequence. Through regular practise, they develop their fluency well. Teachers make regular checks on the progress that pupils make in

reading. If any pupils fall behind, they are identified quickly and expertly supported to catch up. The COVID-19 pandemic adversely affected some pupils' achievement in reading. Leaders have responded decisively to this by further promoting a love of books and developing a strong culture of reading.

Children in the early years get off to an excellent start to their education. Adults expertly match provision and activities to the interests and needs of all children in the setting. Staff are knowledgeable about early child development. Interactions between adults and children are of extremely high quality, with a keen focus on the development of language and vocabulary. Children explore, take safe risks and make strong progress from their starting points. Stories and rhymes bring children's learning to life. Children's behaviour is calm and purposeful as they respond well to high expectations and strong routines. They work and play with high levels of focus and cooperation.

The strong curriculum for personal, social and health education contributes positively to pupils' personal development. The school prioritises pupils' mental well-being. There is a well-being day each half term. Pupils learn about healthy relationships and how to keep healthy. They have mature attitudes to inclusion and diversity. Pupils value the wide range of experiences the school provides to enhance the curriculum and to extend their experience of the wider world. Pupils enjoy the responsibilities associated with caring for the school's chickens. They feed them and gather the eggs. Pupils in breakfast club enjoy eating omelettes made from the eggs.

The school is aware that too many pupils have poor attendance. They work relentlessly with families and external agencies to improve the attendance of pupils, some of whom are persistently absent. Prior to the COVID-19 pandemic, these strategies were leading to improvements. Since the pandemic, these efforts have been less successful.

Leaders and governors share a vision of success for pupils and the community. They are mindful of staff workload and well-being. Most staff report how happy they are to work at the school and speak of how well they are supported. Governors are deeply committed to their role in providing challenge and support to the school. They know the school well and make regular visits to monitor the impact of school improvement initiatives.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some pupils do not attend school often enough and are persistently absent. This limits their achievement. The school should continue to work with those pupils,

and their families, to ensure they understand the importance of being in school regularly and on time.

- In some subjects, the school has not identified the precise knowledge pupils should learn at each stage. In these subjects, teachers are unclear what to teach and when. The school must continue its plans to fully develop all areas of the curriculum, so that teachers know exactly what to teach to ensure pupils learn well in all subjects.

How can I feed back 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' is used to mean pupils with SEND; pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107934
Local authority	Leeds
Inspection number	10297231
Type of school	Primary
School category	Foundation
Age range of pupils	2 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	256
Appropriate authority	The governing body
Chair of governing body	Helen Pemberton
Headteacher	James Garden
Website	www.crossgatesprimary.co.uk
Date of previous inspection	7 November 2018, under section 8 of the Education Act 2005

Information about this school

- The school is part of The Leeds East Primary Partnership.
- The school does not use alternative provision.

Information about this inspection

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

Inspections are a point-in-time judgement about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with the school and has taken that into account in his evaluation of the school.
- Inspectors met with the headteacher and other leaders. They also met with members of the governing body and a representative of the local authority.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history and science. For each deep dive, inspectors held discussions about the

curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- Inspectors took account of responses to Ofsted's online survey, Ofsted Parent View, the pupils' survey and the survey for staff. Inspectors spoke informally with parents at the beginning of the school day.
- During the inspection, inspectors met with groups of pupils, both formally and during less-structured parts of the day.
- To evaluate the effectiveness of safeguarding, inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.

Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Sam O'Brien	Ofsted Inspector
Martyn Broom	Ofsted Inspector

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