

Inspection of Crossley Street Primary School

Crossley Street, Wetherby, West Yorkshire LS22 6RT

Inspection dates: 21 and 22 May 2024

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2012.

What is it like to attend this school?

Positive relationships and a sense of community are at the heart of this warm and welcoming school. The school is ambitious for every pupil to experience success. Expectations for pupils' behaviour and achievement are extremely high. Pupils achieve exceptionally well across the curriculum. The warm and nurturing relationships between staff and pupils sit at the centre of the school's effectiveness. Pupils are happy and safe. They enjoy and appreciate all that the school does for them. Pupils are proud of their school.

Across the school, pupils behave exceptionally well in lessons and during social times. They demonstrate high levels of respect and kindness towards one another. They are polite and well mannered. Pupils display very positive attitudes to their learning. Pupils know that neither bullying nor unkindness is tolerated.

Pupils relish the opportunity to take on positions of leadership and responsibility, such as prefects and play leaders. For example, reading buddies provide opportunities for older children to support younger children in school. They carry out these responsibilities with pride. Pupils know that they are listened to. They positively contribute to school life. This helps to develop the strong sense of community.

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

The school is determined to provide the very best learning experience for all pupils. This begins from the moment children start in early years. The school teaches pupils a carefully planned curriculum. The curriculum identifies the essential knowledge and skills that pupils need to know and remember. Subject content is carefully broken down into small steps. There are regular opportunities for pupils to recap on previous learning. The school helps pupils to make meaningful links between the essential knowledge that they learn across the curriculum. For example, pupils link what they have previously learned about an artist's work with their current learning in mathematics.

Pupils with special educational needs and/or disabilities are at the forefront of teachers' planning. Staff identify pupils' barriers to learning accurately and efficiently. They adapt their lessons to ensure that pupils are supported throughout the curriculum. As a result, pupils develop secure knowledge. They achieve exceptionally well.

The school is ambitious that every pupil will become a fluent reader. Pupils benefit from highly effective phonics teaching. Children begin their reading journey from the start of the early years. Staff are highly skilled in the teaching of reading. They are quick to identify any pupil who is falling behind. Staff provide support to help these pupils to catch up and keep up. Books are carefully chosen to ensure that they match pupils' phonic knowledge. Pupils hear stories daily. This promotes a love of reading and pupils quickly become avid readers.

The teaching of mathematics is a strength of the school. Teachers ensure that mathematical knowledge builds on previous learning. Teachers bring mathematics to life with real life examples of mathematical application. These 'wow experiences' are often hands on, practical and engaging. Pupils are well prepared for their next steps in learning mathematics. Pupils achieve highly in national tests and assessments in reading, writing and mathematics.

The school's programme for pupils' personal development is integral to its work. The curriculum for personal, social and health education is planned and sequenced with care. Pupils build knowledge and understand the importance of being healthy and leading safe, active lives. They show a deep understanding and respect for diversity, different types of families and healthy relationships.

Pupil leadership is a strength of the school. Pupils make a positive contribution to the school and the wider community. They actively implement change. Pupils are highly honoured to be chosen as prefects. They demonstrate immense pride in their roles. The school council work hard to make a meaningful difference in the school.

The early years provision is exemplary. The stimulating environment and carefully constructed curriculum enable children to become independent and resilient learners. Children display high levels of self-control and self-regulation. Children are highly motivated and sustain concentration when participating in exciting and interesting activities. Children flourish academically and socially in this nurturing setting. Routines are secure and children quickly develop the behaviours they need to become successful, resilient learners.

Pupils are eager to come to school each day and attendance is high. The vast majority of parents are extremely positive about the work of the school. They comment on how the school goes 'above and beyond'. Staff appreciate the steps that the school takes to support their well-being and workload.

Safeguarding

The arrangements for safeguarding are effective.

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 special educational needs and/or disabilities (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	107854
Local authority	Leeds
Inspection number	10315542
Type of school	Primary
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	235
Appropriate authority	The governing body
Chair of governing body	Richard Meadmore
Headteacher	Gavin Hirst
Website	www.crossleystreet.leeds.sch.uk
Date of previous inspection	11 and 12 December 2012, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.

Information about this inspection

- 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. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- During this inspection, inspectors held meetings with the headteacher, assistant headteachers, senior leaders, teachers and pupils.
- Inspectors carried out deep dives in these subjects: early reading, history and mathematics. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke with teachers and pupils, and looked at samples of pupils' work.

- 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.
- The inspector also considered the views of parents through their responses to Ofsted's surveys. The inspectors also evaluated responses to Ofsted's staff and pupil surveys.
- The lead inspector met with members of the governing body.
- The lead inspector met with the local authority school improvement advisor.

Inspection team

Jane Clayton, lead inspector

Ofsted Inspector

Chris Baines

Ofsted Inspector

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