

Inspection of a good school: Crompton Primary School

Longfield Road, Shaw, Oldham, Greater Manchester OL2 7HD

Inspection dates:

8 and 9 May 2024

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might be outstanding if a graded (section 5) inspection were carried out now. The school's next inspection will be a graded inspection.

What is it like to attend this school?

Pupils thrive at this school. They show incredible support to each other and enjoy their time at school. Pupils flourish in an environment that is based on mutual respect and kindness. They develop warm, respectful relationships with their friends and adults.

Pupils respond well to the school's high expectations. They benefit from a highly ambitious curriculum. The school is resolute in identifying and removing barriers to pupils' learning at the earliest opportunity. This means that pupils, including those with special educational needs and/or disabilities (SEND), achieve very well.

Pupils feel confident in school. Their attitudes to learning are very positive and they are eager to contribute to discussions with each other about their work. Pupils behave well in school.

Pupils make a valuable difference to their school and wider community. They are proud to take on leadership roles that benefit the school and local community. These groups include the eco-council and pupil welfare group. Pupils carry out their roles diligently. They embrace opportunities to serve others.

The school has organised a broad range of extra-curricular opportunities that match pupils' interests and foster their talents. These include science, sports, choir, chess and eco clubs.

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

The school has ensured that the curriculum is organised very carefully. Across subjects, the curriculum makes clear what pupils will learn and when they will learn it. The

curriculum is designed exceptionally well so that pupils build their learning securely on what they already know.

Teachers use highly effective assessment strategies to check pupils' understanding. This enables teachers to spot any misconceptions quickly and address these before introducing new learning. The school uses this information to analyse any gaps in learning carefully.

The school supports staff to develop excellent subject knowledge. Teachers give careful thought to how pupils will learn successfully. The school has a sharp focus on helping pupils to remember important learning. Staff ensure that pupils benefit from revisiting knowledge frequently. This helps pupils to learn curriculum content securely.

Pupils with SEND access the same highly ambitious curriculum as their peers. Their needs are identified swiftly. Teachers skilfully adapt their delivery of the curriculum to help pupils with SEND to achieve well. Pupils with SEND, and those who are disadvantaged, take part in all that the school has to offer.

Reading has a high priority across the school. The school provides staff with excellent training to enable them to be early reading experts. Staff deliver the phonics programme expertly from the Reception Year. Pupils who are at risk of falling behind with their phonics knowledge are identified quickly. These pupils receive purposeful and effective support. Pupils value reading and talk about different authors confidently. Most pupils become confident, fluent readers.

The school provides pupils with effective support for their mental and physical health. This helps pupils to understand their emotions, self-regulate and manage their own well-being.

The school ensures that pupils have an excellent understanding of how everybody is different and that these differences should be celebrated. They demonstrate the utmost respect to each other, adults, and visitors in school. The school provides a wide variety of extra-curricular activities and trips that support the curriculum very well.

From the beginning of the early years, children learn well-established routines. This helps them to settle into school life quickly. Across classes, pupils behave with maturity and work sensibly with their friends. Pupils attend school regularly. The school works closely with families to ensure that pupils' high rates of attendance are maintained.

Governors are well informed and are proficient at holding the school to account. They make sure that pupils receive a high quality of education. The school has taken positive steps to reduce staff workload. Staff feel very well supported with their workload and well-being. They are proud to work at the school.

Safeguarding

The arrangements for safeguarding are effective.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in February 2019.

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	133286
Local authority	Oldham
Inspection number	10321399
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	223
Appropriate authority	The governing body
Chair of governing body	Lucy Dowd
Headteacher	Gemma Croston
Website	www.crompton.oldham.sch.uk
Dates of previous inspection	6 and 7 February 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not make use of alternative provision.
- The governing body is responsible for a breakfast and after-school club.

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. The inspector discussed the impact of the pandemic with the school and has taken that into account in her evaluation of the school.
- The inspector carried out deep dives in these subjects: early reading, geography and mathematics. For each deep dive, the inspector 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.
- The inspector met with the headteacher and other leaders. She also met with members of the governing body, including the chair of governors. She spoke to representatives of the local authority.

- The inspector spoke to pupils about their views of the school and observed their behaviour during lessons and at breaktime.
- To evaluate the effectiveness of safeguarding, the inspector: 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 put pupils' interests first.
- The inspector took account of the responses to Ofsted Parent View, including the free-text comments. She also considered the views of staff through the Ofsted online survey.
- There were no responses to Ofsted's online survey for pupils.

Inspection team

Clare Baron, lead inspector

Ofsted Inspector

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