

# Inspection of a school judged good for overall effectiveness before September 2024: Crossdale Primary School

Crossdale Drive, Keyworth, Nottingham, Nottinghamshire NG12 5HP

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Inspection dates:

10 and 11 December 2024

## Outcome

Crossdale Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Peter Cresswell. This school is part of the Equals Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Philip Palmer, and overseen by a board of trustees, chaired by Peter Foale.

## What is it like to attend this school?

Pupils at Crossdale Primary School are happy. They enjoy their school. As one pupil commented, reflecting the views of many, 'Teachers make learning fun.' Pupils know that everyone is kind to each other, and older pupils enjoy being buddies to the younger children on the playground. Pupils feel safe and know that any worries will be dealt with quickly by a trusted adult. Pupils value each other's opinions and know that everyone is welcome at this school.

The school has high expectations for pupils. Pupils are challenged in their English and mathematics work. They learn to read quickly when they start school. Pupils are focused and engaged in lessons and have positive attitudes to learning. Pupils achieve well in published tests. Pupils understand the 'Crossdale Way' and enjoy earning stamps when they demonstrate the school's values in their work and play. Pupils are proud when they receive stickers and certificates in their celebration assemblies.

The school has thought carefully about the enrichment opportunities for pupils. An extensive range of clubs and leadership opportunities help pupils to develop their interests and talents. Pupils appreciate opportunities to go on trips, such as a World War Two evacuee experience and singing carol songs in the local community.

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

There is an ambitious curriculum at this school. The knowledge that pupils should know and remember is clearly identified. Staff know what should be taught in each year group. The school has recently reorganised the knowledge pupils should learn in some of the wider curriculum subjects into subject themes. This is beginning to help pupils make connections between key ideas, such as monarchy and power in history and different ways to work scientifically in science.

Teachers have strong subject and pedagogical knowledge. Lessons are well constructed so that pupils learn a wide range of facts. In mathematics, the school has recently made some changes to help pupils further develop their fluency and arithmetic skills. This means that pupils use their knowledge to help them problem-solve. Pupils with special educational needs and/or disabilities (SEND) are identified quickly. Advice from professionals is used to support pupils with their needs. Learning is carefully adapted so that pupils can access the curriculum. Pupils with SEND achieve well.

The school has prioritised early reading. Pupils are confident and fluent in their reading skills. All staff receive regular training to help ensure that lessons are taught consistently. Assessment is used effectively to spot pupils who need additional practice to help them learn their sounds. As a result, all pupils achieve well. Older pupils enjoy their fluency lessons and learning how to use intonation when reading aloud to others.

The school works with a range of experts to ensure that teachers understand how to use demonstrations and assessment in their lessons. This helps pupils understand what to do when they work independently. However, in some of the wider curriculum subjects, pupils do not always receive appropriate feedback on their work or from their unit tests. This means that, sometimes, misconceptions persist or opportunities for pupils to think more deeply are not taken.

Children in the early years have a strong start to their schooling. The environment is rich and provides opportunities for children to be imaginative in the role-play area. Children learn to collaborate with each other and enjoy working outside to develop their skills in a variety of ways.

Pupils understand how to stay safe online and how to look after their mental health. Pupils know that it is important to be respectful and enjoy learning about a range of faiths and cultures. Pupils are proud if they are chosen to be a school councillor or well-being officer. They take these roles seriously and like the fact that they can help the school to 'do its best for everyone'. A vast number of pupils participate in peripatetic music lessons and enjoy performing for others. Pupils have positive relationships with each other and staff.

Leaders have high expectations of everyone at this school. They continue to think about ways that they can refine the curriculum and personal development offer to help pupils achieve well both academically and personally. There are close links between the school and the multi-academy trust to support workload. The school prioritises training for staff

to help them know how to be effective in their roles. Governors and trustees have an accurate view of the school's strengths and areas for development. They fulfil their statutory responsibilities effectively.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, pupils' learning is not accurately checked. As a result, their knowledge is not consistently extended, and misconceptions are not always addressed. The school should ensure that pupils' learning is checked effectively so that future learning can be adapted to meet their needs successfully.

## **Background**

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024, graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 for overall effectiveness in November 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

<b>Unique reference number</b>	143300
<b>Local authority</b>	Nottinghamshire County Council
<b>Inspection number</b>	10347643
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	190
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Peter Foale
<b>CEO of the trust</b>	Philip Palmer
<b>Headteacher</b>	Peter Cresswell
<b>Website</b>	<a href="http://www.crossdaleschool.com">www.crossdaleschool.com</a>
<b>Dates of previous inspection</b>	26 and 27 November 2019, 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 evaluation 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 their evaluation of the school.
- The inspector met with the headteacher and with other leaders. The lead inspector met with those responsible for governance, including the chair of the trustees of the Equals Trust. The lead inspector also held a discussion with the CEO and the school improvement lead from the trust.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- The inspector observed some pupils read to a familiar member of staff.
- The inspector observed behaviour in lessons and at other times around school. The inspector met with those responsible for behaviour, attendance and personal development.
- 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 puts pupils' interests first.
- The inspector reviewed a range of documents, including the school's self-evaluation and improvement plan and information about governance. The inspector also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- The inspector considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff survey.

### **Inspection team**

Sarah Sadler, lead inspector

Ofsted Inspector

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