

# Cross Gates Primary School

## Inspection report

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<b>Unique Reference Number</b>	107934
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	336981
<b>Inspection dates</b>	29–30 March 2010
<b>Reporting inspector</b>	Kevin Johnson

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	218
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Nigel Turner
<b>Headteacher</b>	Mrs R Hamer
<b>Date of previous school inspection</b>	9 October 2006
<b>School address</b>	Poole Crescent Leeds West Yorkshire LS15 7NB
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 13 lessons and saw 10 teachers. Meetings were held with governors, staff and groups of pupils. Inspectors observed the school's work, and looked at the school's documentation related to safeguarding and samples of pupils' work. Also scrutinised were 25 questionnaires returned by parents and carers as well as 86 pupils' questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the standards throughout the school, particularly of boys, are improving
- whether teaching is more consistent than at the time of the last inspection
- the impact of actions taken by leaders to improve the school's effectiveness

## Information about the school

In this average-sized school the very large majority of pupils are from White British backgrounds. Almost half are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is broadly average. The school provides a breakfast club and holds both the National and Advanced Healthy school awards as well as Activemark. It has also achieved the Inclusion Quality Mark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

There has been good improvement, since the last inspection, in important areas of the school's work. Determined leadership from the headteacher and effective support from staff and governors means that this has progressed from a satisfactory to a good school. Good provision in the Early Years Foundation Stage means that children make good progress in their learning and development from low starting points in relation to their age. Overall, outcomes for children have improved. Their personal, social and emotional development is particularly good and this has a strong impact on their attitudes to learning. Progress in Key Stages 1 and 2 builds well on this good start due to teaching which is, in the main, good and occasionally outstanding. Pupils with special educational needs and/or disabilities make good progress because they are well cared for and the additional help they receive is matched well to their particular needs. The strong focus and drive to raise standards in English and mathematics throughout the school has been rewarded in that there is noticeable improvement in those subjects. Because of the school's accurate and robust self-evaluation science has now been identified as an area for improvement.

Pupils' personal development is good. They are considerate of others and behave well. Nevertheless, their experiences and awareness of those from backgrounds which differ from their own are very limited because the school has not yet given them the opportunity to find out at first-hand about other cultures in the United Kingdom and globally. Pupils' attendance has improved and is broadly average. There are good strengths within the curriculum and it provides some enriching opportunities especially in sports and art.

There is strong commitment from all staff towards improving quality and standards and providing the best for all pupils. Owing to improved leadership and management, and continued good challenge and support from governors, the systems for checking pupils' individual progress and setting the right targets is significantly more effective. Teaching is stronger as a result and leading to good progress and rising standards. Pupils' enjoyment of school is reflected in their more regular attendance. There is good capacity in the school for sustained improvement.

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

- Raise standards in science throughout the school by:
  - giving pupils more opportunities for independent investigation
  - making better use of information and communication technology as a tool for

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learning and recording.

- Promote more effective community cohesion by establishing links with schools and communities in the United Kingdom and overseas which provide pupils with a deeper knowledge and understanding about different communities.

**Outcomes for individuals and groups of pupils****2**

Progress is good, overall, and given their starting points pupils achieve well.

Pupils enjoy school. Some even say that, 'school is fantastic'. They are usually attentive in lessons and show very positive attitudes to learning especially when there are new challenges. The expectation of hard work is clear from the volume and range of work seen in pupils' books, particularly in mathematics. For some, though, presentation could be better. Pupils work well with partners when discussing mathematical problems or passages from books, for example. In one lesson, boys became so interested when following the theme of cruelty to animals depicted in an extract from 'Black Beauty' that they were keen to read the whole story.

Pupils with special educational needs and/or disabilities are supported well through a range of learning programmes effectively delivered by teachers and teaching assistants. A Reading Recovery programme is particularly successful and parents speak highly of the progress made by their children who receive one-to-one tuition.

Standards in English and mathematics are average. English standards have been maintained, largely because of the successful strategies introduced to improve writing and to encourage boys' interest in reading. The school's current focus on mathematics has also paid dividends and school assessments, as well as pupils' current work, show that the vast majority of pupils in Year 6 are on track to reach expected targets with a significant group expected to exceed them. The school's aim now is to tackle the below average standards in science.

Pupils are always polite and well mannered in both formal and informal situations. They are confident that adults in school will listen to them and give them the help they need so they feel safe and valued as individuals. They fully understand what they need to do to maintain a healthy lifestyle and are proud to have achieved their Healthy Schools status. The school council is a very active body currently leading the drive, through the sale of water bottles, to raise funds for a new stage. The range of responsibilities pupils take on is a valuable contribution to their preparation for the world of work but overall this is hindered by average attendance and gaps in their cultural development.

*These are the grades for pupils' outcomes*

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account: Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account: Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

### How effective is the provision?

There is more consistency in teaching quality than there was at the last inspection. Teachers' good use of assessment to check progress and set challenging targets has lifted the pace of learning. Lessons are generally planned well and activities take account of pupils' varying abilities. Teachers' subject knowledge is good and in the best lessons the expertise which teachers have in particular subjects rubs off on the pupils making them keener to do their best. Teachers question pupils effectively and give them time to explain and improve their speaking skills. Good use is usually made of resources to interest and motivate pupils. Teaching assistants play a valuable part in supporting pupils and helping them to learn. They manage pupils sensitively and contribute well to the high expectation and good relationships which are established in classes. Teachers' marking has improved. It is good in English and mathematics books because it increasingly involves pupils in evaluating their own progress and setting new targets. In a small number of lessons pupils are expected to listen for too long and this reduces the time they are engaged in learning activities. Occasionally teachers' methods are not suitably matched to pupils' style of learning so pupils lose interest and become inattentive.

The school works hard to enrich pupils' learning and enjoyment, and broaden their horizons, through the curriculum. There is a good range of activities outside of school time which provides for pupils' interest in sport, books, information and communication technology and art. There are also visits, including residential ones, to support other topics. Good partnership initiatives also help to raise pupils' aspirations. A particularly strong example is the 'children's university' whereby pupils work on programmes in

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association with Leeds University to gain access to music and activities in the community to develop citizenship.

Parents and carers are unanimous in the view that children are cared for well in school. They appreciate the information shared by the school about their children's progress and the contact they have with school staff. There are well-structured programmes to target the needs of the most vulnerable pupils so that they can achieve alongside others. Good guidance with regard to safety, well-being and relationships has a positive impact on pupils' personal development. The school works productively with families, through the learning mentor, to monitor and improve pupils' attendance. The thriving breakfast club provides essential family support and has a positive influence on the punctuality and attendance of some pupils.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Strong and purposeful leadership from the headteacher has driven the school forward since the last inspection. Senior leaders' roles are clear and all staff members know how they are accountable for bringing about improvement. Incisive analysis of the school's strengths and weakness and rigorous monitoring and evaluation of standards and provision have given leaders an accurate view of the school's performance. This information provides a good basis for further improving teaching and setting its future direction. Equality of opportunity is at the heart of the school's work and, as such, leaders strive to ensure that every child is given the best possible chance to overcome barriers to learning and achieve their best. Robust systems and procedures to ensure good safeguarding and a swift, effective response to potential concerns make the school welcoming and safe for pupils. It is a place where they know they will get the protection and support they need. Leaders have secured a high profile for the school within the local community by involving pupils in some commendable projects with community groups. They recognise the school's context with regard to community cohesion on a wider scale and the need to take this aspect further in order to prepare pupils more fully for life in a multicultural society.

*These are the grades for leadership and management*

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<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

**Early Years Foundation Stage**

Children start their Early Years Foundation Stage at a low level of development across all areas of learning and particularly so in their personal, social and emotional development. Due to good leadership and the varied range of activities which engage their interest and encourage investigation and independence, children make good progress in Nursery and Reception classes. Most are working within the early learning goals and some are more advanced when they transfer to Year 1. There is good emphasis on developing social skills so children quickly learn good manners and how to play together and to share. Reception children rush to hold doors open and are always keen to show their work. Adults work effectively to help children develop language skills. In addition to well-focused teaching of letters and sounds, activities are well supported with questions and discussion to help pupils think about and explain what they have learned. There is generally a good balance between indoor and outdoor activities. However, the potential of the generous outdoor space has not been fully utilised, so children do not get the full range of activities they could have to promote their physical skills alongside other aspects of their learning and development. Provision for children's welfare is good. Staff are vigilant over children's safety and well-being and all contribute well to the assessment of children's progress and deciding their next steps. The strength of the links forged with parents and carers was amply demonstrated during the inspection by the very considerable number who stayed in the classroom to work with their children on a creative Easter activity.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## **Views of parents and carers**

A relatively small number of parents and carers returned questionnaires. The views expressed were entirely positive and a few commented on the good support given to children and the warmth of the reception they receive.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Cross Gates Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 25 completed questionnaires by the end of the on-site inspection. In total, there are 218 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	68	7	28	1	4	0	0
The school keeps my child safe	18	72	7	28	0	0	0	0
The school informs me about my child's progress	18	72	7	28	0	0	0	0
My child is making enough progress at this school	13	52	12	48	0	0	0	0
The teaching is good at this school	17	68	7	28	0	0	0	0
The school helps me to support my child's learning	16	64	9	36	0	0	0	0
The school helps my child to have a healthy lifestyle	14	56	10	40	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	15	60	9	36	0	0	0	0
The school meets my child's particular needs	16	64	8	32	0	0	0	0
The school deals effectively with unacceptable behaviour	19	76	5	20	0	0	0	0
The school takes account of my suggestions and concerns	14	56	10	40	0	0	0	0
The school is led and managed effectively	17	68	8	32	0	0	0	0
Overall, I am happy with my child's experience at this school	18	72	7	28	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

# Glossary

## What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

## Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



31 March 2010

Dear Pupils

Inspection of Cross Gates Primary School, Leeds, LS15 7NB

Thank you very much for the warm and friendly welcome you gave us when we came to inspect your school recently. You made us feel quite at home when we talked to you. We especially liked your politeness and good manners and the way you always behave well. We noticed how healthy you all are and how you try to stay that way. I think your real secret lies in that delicious spaghetti bolognaise that your cook makes! Most importantly we found out that your attendance is improving. That is really good so do keep it up.

Cross Gates is a good school. You make good progress. The standards you reach in English and mathematics are improving but now you have to make sure that standards in science catch up. We agree with you that your lessons are fun and that teachers expect you to work hard. You also said you like your school trips and discos. We think they will be fun too and help you to enjoy school. The grown-ups in school take good care of you and you take good care of each other.

Your headteacher cares a great deal about your school and, along with your teachers, school governors, parents and carers and you, wants it to be even better. To help that to happen I have asked your teachers help you to reach better standards in science by letting you do more investigation on your own. I have also asked them to help you to find out more about the ways that people from different cultures live their lives, perhaps by emailing or even arranging visits if that is possible.

Best wishes and good luck to all of you

Yours sincerely

Mr Kevin Johnson

Lead inspector

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