

Inspection of Crumpsall Lane Primary School

Crumpsall Lane, Crumpsall, Manchester M8 5SR

Inspection dates: 27 and 28 September 2023

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

What is it like to attend this school?

Crumpsall Lane is a friendly school where pupils, including those with special educational needs and/or disabilities (SEND), are encouraged to succeed. Pupils are happy learning and playing together with their friends.

Pupils who join the school other than at the usual times, including those from other countries, are warmly welcomed. They settle in quickly because they are well supported. All are valued members of the community.

Pupils benefit from the caring relationships that staff forge with them. Many pupils spoke of the kindness and patience of staff. They know that they are treated fairly. Pupils have every confidence that staff will resolve any problems swiftly. This helps them to feel safe.

Pupils make every effort to meet the school's high expectations for their achievement and behaviour. Pupils are polite and are willing to work hard. They take a keen interest in their learning and achieve well in many subjects. Pupils value the many clubs they can attend to nurture their interests. They also enjoy the trips that they go on to enrich their learning. Pupils learn that they can make a positive difference by collecting donations for charities. They spoke with excitement about helping to serve elderly residents at social 'lunch and linger' events at a local church.

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

Over recent years, the school has worked decisively to tackle successfully the weaknesses identified at the previous inspection. Leaders have maintained a clear focus on addressing the most important priorities and a forensic approach to evaluating the effectiveness of their actions. This has resulted in a significant improvement in the quality of education at the school.

The school's curriculum is now broad and ambitious for all pupils, including those pupils with SEND. In most subjects, the important knowledge that pupils need to learn and remember has been carefully ordered so that new ideas build on pupils' previous learning. The design of the curriculum also allows pupils to connect ideas between different subjects. This helps them to strengthen their understanding of important themes.

Most subject leaders have strong expertise. They provide valuable guidance for teachers on the most effective approaches to delivering the content of the curriculum. This helps teachers to develop their subject knowledge. Typically, teachers explain new learning clearly and make careful checks on pupils' understanding. They offer plentiful opportunities for pupils to recall their prior learning and they quickly address misconceptions. Consequently, in many subjects, pupils gain the knowledge and skills that they need in order to deepen their understanding over time and achieve well.

In one or two other subjects, the curriculum guidance provided for teachers lacks clarity. The expectations of how different parts of the curriculums should integrate are not clear. As a result, pupils lack sufficient opportunities to practise and apply their basic skills, particularly in terms of their written communication, and to expand their understanding of more difficult words. In these subjects, pupils do not achieve as well as they could.

Children in early years settle into school life quickly. They listen attentively and respond well to the clear routines due to the warm encouragement of staff. Staff have high expectations for what children can achieve. The recently reviewed early years curriculum is designed to prepare children well for what they will learn in Year 1 and beyond.

Across the whole school, there is a high priority placed on pupils learning to read well. Children in the Reception class use their budding phonic knowledge to read and write sounds with confidence. Staff receive regular training and ongoing coaching to help them to deliver the clearly structured phonics programme effectively. Teachers keep a careful check on pupils' progress and provide extra support for those pupils who fall behind. This ensures that most pupils learn to read accurately by the end of Year 2.

Many older pupils were eager to discuss some of the books they have enjoyed in class. However, some pupils do not receive the support they need to develop their vocabulary. This hampers some older pupils' enjoyment and fluency in reading.

Leaders ensure that the needs of pupils with SEND are identified early. Teachers deploy a range of effective approaches to ensure that pupils with SEND access the same ambitious curriculum as their classmates. Pupils with specific needs are ably supported by well-trained and knowledgeable staff.

From early years onwards, children display very positive attitudes towards learning and behave well. This sets a strong foundation for the future. Pupils participate enthusiastically in their learning and take pride in their work. Their lessons are rarely disturbed so they can learn without interruption.

Pupils experience a wealth of carefully designed opportunities to extend their understanding of the wider world. Pupils have a strong appreciation of important British values and how these apply to their lives. They understand that people have different religions, backgrounds and families and that all deserve equal respect. Pupils develop an increasing awareness of how to avoid risks in the community. They demonstrate a mature approach to discussions.

The school provides many opportunities for parents and carers to support their children's learning. For example, parents are invited into workshops and their children's classrooms to help them better understand the school's curriculum.

Staff, including teachers at the early stage of their career, benefit from a rich diet of development opportunities. They appreciate that leaders are considerate of their workload and well-being when reviewing policies and procedures.

Governors have strong expertise and fulfil their statutory duties effectively. They are committed to ensuring that pupils continue to benefit from a high-quality education

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In one or two subjects, teachers lack guidance on how to deliver the curriculums effectively. This hinders pupils' achievement in these subjects. The school should ensure that curriculum expectations are clear and that teachers are trained to deliver these curriculums effectively. This should ensure that pupils have sufficient opportunities to practise their basic skills and apply their knowledge with increased confidence and independence.
- On occasion, teachers do not ensure that pupils know the meaning of unfamiliar vocabulary. This makes it difficult for pupils to make sense of some spoken and written language. The school should ensure that teachers support pupils effectively to make meaning of more challenging vocabulary across subjects, including when reading.

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	105486
Local authority	Manchester
Inspection number	10286229
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	415
Appropriate authority	The governing body
Chair of governing body	Chris Beard
Headteacher	Philip Hughes
Website	www.crumpsalllanepimary.org
Date of previous inspection	20 May 2021, under section 8 of the Education Act 2005

Information about this school

- The school is part of North Manchester Primary Federation with Crab Lane Primary School.
- An executive headteacher was appointed in March 2021. The executive headteacher and governing body have leadership responsibility for both schools.
- Since the previous inspection, an additional assistant headteacher has been appointed. There have also been several changes to the membership of the governing body. The chair of governors has been appointed recently.
- The school does not currently make use of 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 had 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 her evaluation of the school.

- The inspectors held discussions with the executive headteacher, the head of school and other leaders. They spoke with subject leaders and other members of staff.
- The lead inspector spoke with four members of the governing body, including the chair of governors. The lead inspector also spoke to a representative of the local authority.
- The inspectors observed pupils' behaviour around the school, during lunchtime and in lessons. They spoke with pupils to discuss their views of the school, and their learning, behaviour and safety.
- 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 inspectors carried out deep dives in early reading, English, mathematics, art and design, and history. For each deep dive, inspectors discussed the curriculum with leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and reviewed samples of pupils' work. The lead inspector observed some pupils reading to a familiar adult. Inspectors also reviewed several other aspects of the school's curriculum.
- An inspector met with the SEND coordinator and reviewed samples of documentation relating to SEND.
- Inspectors reviewed a range of evidence about pupils' attendance, safety and behaviour.
- Inspector considered the views of parents shared through Ofsted Parent View, including parents' free-text comments. The inspectors also spoke to several parents in person. The inspectors also reviewed the responses to Ofsted's surveys for staff. There were no responses to Ofsted's survey for pupils.
- Inspectors considered a range of documents shared by school leaders, including the school improvement plan, the school's self-evaluation document and a sample of the minutes taken at governing body meetings.

Inspection team

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