

# Crosland Moor Junior School

## Inspection report

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<b>Unique Reference Number</b>	107619
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356195
<b>Inspection dates</b>	23–24 May 2011
<b>Reporting inspector</b>	Yvonne Mills-Clare

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>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr David Martin
<b>Headteacher</b>	Mrs Jane Richardson
<b>Date of previous school inspection</b>	30 January 2008
<b>School address</b>	Dryclough Road Crosland Moor, Huddersfield West Yorkshire HD4 5HX
<b>Telephone number</b>	01484 222200
<b>Fax number</b>	01484 222201
<b>Email address</b>	head.croslandmoor@edukirklees.net

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## Introduction

This inspection was carried out by four additional inspectors. The inspectors visited 24 lessons and observed 18 teachers. They held meetings with groups of pupils, members of the governing body and staff. The inspection team observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum and monitoring and evaluation documents. Inspectors analysed 119 questionnaires completed by parents and carers, 105 pupils' questionnaires and 14 questionnaires returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether the school is raising attainment and improving pupils' progress at a fast enough rate to warrant the school's judgement on achievement.
- Whether teaching is consistent enough now to allow pupils to make at least satisfactory progress throughout the school.
- Whether the use of assessment by staff is effective in contributing to tasks and activities that ensure all pupils achieve as well as they can.
- Whether the new leaders in the school are tackling the much-needed improvements effectively.

## Information about the school

Crosland Moor is a larger than average-sized junior school. Since the previous inspection, there have been significant changes in the leadership, including the relatively recent appointments of a substantive headteacher and deputy headteacher. The large majority of pupils are from minority ethnic backgrounds and 20 different languages are spoken in the school. The proportion of pupils known to be eligible for free school meals is well above average. The percentage of pupils with special educational needs and/or disabilities, including those with a statement of special educational needs, is well above that usually seen.

**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?****3****The school's capacity for sustained improvement****3**

## Main findings

This is a satisfactory and improving school. It has strengths in its provision for pupils' care, guidance and support, which have a positive effect on pupils' personal development and also on their good understanding of how to stay safe. Pupils, parents, carers and staff are virtually unanimous in expressing their positive views about the school's family atmosphere. All value the high levels of consideration, care and support provided and its pivotal role at the very heart of the local community, typically describing the school as, 'A happy place to be.....supportive, courteous and welcoming.' Pupils really enjoy their time in school and appreciate all that the school does for them.

Achievement is satisfactory across the school. Improvements in teaching have led to a swift rise in progress this year, with a large proportion of pupils across the school for whom learning has accelerated, particularly in writing and mathematics. These improvements are beginning to gather pace as pupils begin to move through the school. Despite this, attainment, although rising, remains low, since the school is battling with the legacy of previously slow progress and low starting points on entry to the school in Year 3. As a result of effective support and appropriate interventions, pupils with special educational needs and/or disabilities make the same satisfactory progress as their peers.

Teaching and learning are satisfactory and improving, due to regular monitoring of teaching and learning by the headteacher and senior staff. Teaching observed during the inspection was never less than satisfactory and often good. Teachers plan well to meet the needs of all pupils in the school, creating activities to enthuse and motivate. Targets are routinely set for pupils and learning objectives shared. In the best of these lessons there is an appropriate focus on pupils' learning, pupils are given enough time to work independently in consolidating and practising their skills, objectives clearly and specifically identify what teachers want pupils to learn, and targets are carefully crafted to provide the next steps in pupils' learning. Although widespread, this practice is not consistent across all classes and year groups.

A review of the curriculum is leading to more creativity and 'hands on' experiences for pupils, but this is still at an early stage of development. Good spiritual, moral, social and cultural development, together with pupils' good behaviour and above average attendance, contributes positively to their learning and provides a sound basis for their future.

The school has satisfactory capacity for further improvement. Senior leaders have a clear vision for raising attainment and robustly and accurately identify and tackle areas for improvement. Middle and phase leadership, however, requires further development, promoting deeper understanding and engendering more responsibility in influencing whole-school improvement. Self-evaluation is accurate and detailed, but development and

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action plans currently lack 'milestones' to monitor against in order to evaluate the success of actions taken and to identify the next steps needed for further improvement.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the consistency in teaching, in order to secure good progress and raise attainment by:
  - strengthening the focus on the impact of teaching on learning
  - creating lesson objectives that focus specifically on what teachers expect pupils to learn
  - giving pupils more opportunities to work independently and consolidate the skills they have learnt
  - planning targets that focus consistently and sharply on pupils' next steps in learning.
- Ensure that monitoring and evaluation activities by school leaders at all levels impact as fully as possible on provision and pupils' outcomes by:
  - developing the monitoring and evaluation role of subject and phase leaders so that they play a greater part in whole school improvement
  - ensuring improvement and action plans are regularly and rigorously monitored and evaluated against specific targets.

**Outcomes for individuals and groups of pupils****3**

Good behaviour, positive attitudes to their work and a willingness to learn contribute well to pupils' progress, which has shown marked acceleration over the past year for a large number of pupils across the school. These pupils have progressed further in two terms this year than was seen over the whole of the last academic year, due to more good teaching, better use of assessment and intensive, targeted support.

Attainment is low but improving and achievement is satisfactory. The pupils currently in Year 6 underachieved in the past and started Year 3 with exceptionally low attainment. The school's assessments indicate that attainment in Year 6 are still low, but many more pupils across the school are now working closer to attainment expected nationally for their age. Pupils are given a good start in Year 3 and, as a result, improvements are beginning to show an impact on attainment as pupils move through the school. Patches of slower progress can be seen where inconsistencies still remain in teaching. The school has made good use of its systems to detect variations in progress and in the quality of teaching and assessment. It has acted effectively to support teachers so that progress is now far more consistent. This includes for pupils whose circumstances may make them vulnerable and those with special educational needs and/or disabilities, whose progress has mirrored the improvements shown by others and is also satisfactory.

Pupils feel safe at all times because they are confident that any issues are dealt with quickly and they trust their teachers implicitly. Their behaviour is positive, welcoming and friendly and they respond quickly to staff when the need arises. They understand well the

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wisdom of taking exercise and of eating fruit and vegetables. Pupils make a positive contribution to the school and the community through the school council and relish taking on responsibilities around the school. Their 'voice' is listened to through the school council and school 'pupil consultants', who gather pupils' views on the curriculum. They are appropriately prepared for the next stage of their education through their satisfactory achievement and good attendance. Pupils demonstrate good spiritual, moral, social and cultural awareness, appreciating, respecting and valuing others' needs and traditions through the diverse nature of the school.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<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>	2
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<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

**How effective is the provision?**

The quality of teaching is satisfactory. Planning is thorough; activities are created to engage and motivate all pupils. In the best lessons seen, ongoing assessments are well used by teachers to monitor the impact their teaching is having on pupils' learning. Pupils concentrate on their work for extended times and are able to consolidate and practice the skills they have learnt. Talk is widely used, sometimes to good effect, for instance, when pupils act out situations before they write. Learning objectives are suitably focused and teachers and pupils are clear about what they are learning. Pupils receive constructive marking and all pupils have targets routinely set. These targets, however, are variable in their effectiveness, as they do not always indicate the next steps to improvement. Monitoring has ensured that good practice is increasing. However, it is still not consistent

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across all classes and year groups. Teachers do not always focus on the impact their teaching is having on pupils' learning and, on occasions, too little time is allocated for pupils to practise the skills they have learnt and also to learn independently. Where this happens, progress is more limited.

The curriculum is satisfactory, offering progression in learning for pupils. 'Working walls' are well used to remind pupils of the key words and phrases they are learning. The recent review, currently being consolidated, has engaged both staff and pupils in worthwhile discussions about curriculum aims, principles and content, and has resulted in interesting and imaginative themes such as 'Spy Academy' in Year 5 and 'Out of this World' travel agency in Year 3. Pupils appreciate their involvement and enjoy the many educational visits, saying, 'Every time we start a new topic we always visit to a place of interest.' While cross-curricular links are promoted, currently pupils do not have enough opportunities to apply information and communication technology skills across all subjects.

Pupils are very well cared for and the school makes good provision for its pupils whose circumstances may make them vulnerable. Very good relationships between staff and pupils and the strong ethos of care impact positively on the well-being of all pupils. There are good systems for maintaining pupils' above average attendance and for dealing with any unacceptable behaviour. Good provision is made for the transition of pupils from the neighbouring infant school, and effective links with the 'pyramid of schools', centred upon the high school, ensure seamless transition into the next phase of their learning.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

The headteacher and senior leaders have a clear focus on improving pupils' attainment. Tracking individual pupils, discussing and monitoring their progress and targeting towards closing the gaps in their performance have been key strategies. They have also placed considerable focus on improving teaching and pupils' progress in lessons. This focused leadership has reaped some benefits. Improved teaching has resulted in significant gains in pupils' progress. However, this has not had the full impact on raising attainment at the end of Year 6. The impact of phase and middle leaders on school improvement is less effective and development of their monitoring and evaluation role is a key focus for the school. The governing body is supportive and challenging in equal measure and has a well informed understanding of the school's strengths and areas requiring improvement. It makes a positive contribution to the school, but is not fully involved in the systematic evaluation of its performance through first-hand experiences.

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The school promotes equality of opportunity satisfactorily to meet the needs of pupils and tackles discrimination whenever it occurs. Arrangements for safeguarding are good and are supported by clear policies, strategies and effective practice.

Engagement with parents and carers and links with partners, such as local schools, support pupils' learning and well-being satisfactorily. The school promotes community cohesion well. It is a harmonious community with good links in the local community. The successful 'Twinning' project promotes pupils' understanding of life beyond the immediate locality, but international links are at an early stage of development.

*These are the grades for leadership and management*

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

## Views of parents and carers

Inspectors' findings endorse most of the views of the very large majority and often unanimous views of parents and carers who responded very positively to almost all the statements on the questionnaire. Inspectors do, however, feel that progress for some pupils and teaching in some classes and year groups could be improved. During the inspection, the concerns of the very few parents and carers who feel that the school does not take account of their suggestions and concerns were examined. Inspectors concluded, after discussions with pupils, staff and members of the governing body and scrutiny of recorded contacts with parents and carers that should any issues occur the school endeavours to address them quickly and effectively.



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

Ofsted invited all the registered parents and carers of pupils registered at Crosland Moor Junior 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 119 completed questionnaires by the end of the on-site inspection. In total, there are 404 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	64	54	55	46	0	0	0	0
The school keeps my child safe	73	61	46	39	0	0	0	0
My school informs me about my child's progress	57	48	60	50	1	1	1	1
My child is making enough progress at this school	48	40	67	56	3	3	1	1
The teaching is good at this school	61	51	58	49	0	0	0	0
The school helps me to support my child's learning	47	39	65	55	4	3	1	1
The school helps my child to have a healthy lifestyle	47	39	69	58	3	3	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)	53	45	63	53	3	3	0	0
The school meets my child's particular needs	47	39	69	58	3	3	0	0
The school deals effectively with unacceptable behaviour	41	34	71	60	3	3	1	1
The school takes account of my suggestions and concerns	39	33	70	59	6	5	0	0
The school is led and managed effectively	47	39	67	56	2	2	0	0
Overall, I am happy with my child's experience at this school	63	53	55	46	1	1	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 all 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

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



26 May 2011

Dear Pupils

**Inspection of Crosland Moor Junior School, Huddersfield, HD4 5HX**

Thank you all for the very warm welcome you gave us when we visited your school. We really enjoyed meeting you and are very grateful to all of you who spoke to us; - we know you are proud to be part of Crosland Moor Junior School. Your school is currently providing you with a satisfactory education. This means that there are some things that your school does well and others that need some improvement.

We found that your school has some important strengths. You told us you enjoy the activities that the school offers and like the jobs that you do, such as school council members and school consultants. You have enjoyed being involved in your new curriculum and enjoy the trips and visits before you start your topics. It is good to know you are very happy with the way all the adults look after you, care for you and help you to keep healthy and feel so safe in school. We were really impressed to see how much you respect and care for each other: you behave very well and you are polite and welcoming to visitors. You obviously enjoy coming to school.

Your school is improving. All the adults who work with your headteacher are determined to make sure your school keeps getting better and better. To help it improve more quickly we have asked your headteacher, teachers and the governing body to:

- look carefully at how well the lessons help you learn
- make your lesson objectives tell you more clearly what you are learning
- give you targets that show you what you need to do to make your work better
- allow you more time to get on with individual work
- have some way of measuring the improvement that has been made
- involve other school leaders in making sure the school is improving.

You too can help your school by continuing to be the best that you can be!

Yours sincerely

Yvonne Mills-Clare

Lead inspector

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