

Crosland Moor Junior School

Dryclough Road, Crosland Moor, Huddersfield, West Yorkshire, HD4 5HX

Inspection dates

26–27 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- The quality of teaching in some lessons is not good enough. Work set by teachers does not always meet the needs and abilities of pupils well enough to allow them to make good progress, especially the more able.
- Teachers sometimes spend too long introducing lessons. Pupils have too few opportunities to work by themselves.
- The marking of pupils' work does not always provide pupils with enough information on how to improve.
- Senior leaders do not fully hold teachers to account for whether all pupils in their class are achieving as well as they should.
- Pupils' progress in reading, writing and particularly in mathematics is not good enough, with good progress in some classes and not in others. Not enough pupils reach the higher levels in their work. Pupils do not have enough opportunities to use their writing and mathematical skills in other subjects.
- The outcomes of plans to improve the quality of teaching and the progress of pupils are not always clear or measurable.
- Subject and other leaders with particular responsibilities are not making sufficient checks in order to improve the quality of teaching and pupils' progress in their areas.

The school has the following strengths

- This is a very caring and welcoming school where pupils feel safe, valued and supported.
- Improvements have been made since the last inspection in reducing the number of persistently absent pupils, the curriculum and the amount of good or better teaching. Attainment at the end of Year 6 is rising.
- The headteacher, senior leaders and governors are fully committed to improving the school.
- Strong, positive relationships support pupils' eagerness to learn and their good and sometimes outstanding behaviour.

Information about this inspection

- Inspectors observed 29 lessons, one of which was a joint observation with the headteacher. In addition, inspectors made a number of short visits to lessons, intervention support groups and an assembly.
- Inspectors scrutinised pupils' work and listened to them read. They also observed pupils at play and during lunchtimes.
- Meetings were held with groups of pupils, staff and members of the governing body. Inspectors also met representatives of the local authority.
- Inspectors observed the school's work and scrutinised various documents including the school's view of its own performance, development plans and minutes of the governing body meetings. They also checked monitoring reports from the local authority and other outside agencies, notes from the school's monitoring of teachers' work and records relating to behaviour, attendance and safeguarding.
- Inspectors checked records of pupils' past and current progress.
- Inspectors took account of the three responses to the on-line questionnaire (Parent View), an interview with a parent and analyses of the school's questionnaires for parents.

Inspection team

Chris Maloney, Lead inspector

Additional Inspector

Frances Farnorth

Additional Inspector

Dave Blackburne

Additional Inspector

Full report

Information about this school

- Crosland Moor Junior School is larger in size than other schools of this type.
- The proportion of pupils from minority ethnic groups is high.
- The proportion of pupils learning English as an additional language is also high.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children looked after by the local authority, pupils known to be eligible for free school meals, and those from armed service families is well above average. In this school, there are no pupils from service families.
- The proportion of pupils supported by school action is above average as is the proportion supported by school action plus or with a statement of special educational needs.
- There has been significant staff absence and new appointments made since the last inspection.
- In 2012, the school met the government's current floor standards, which set the minimum expectations for pupils' attainment and progress, in English but not in mathematics.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
 - ensuring that teachers always set work that at the right level of difficulty for different ability groups, particularly the more-able pupils
 - reducing the amount of time teachers spend talking when introducing lessons, so that lessons move on at a brisk pace and pupils, particularly the more able, have more time to work by themselves
 - improve the quality of marking and guidance given to pupils so that they clearly understand how to improve their work and have time to respond to the advice they receive
 - ensuring that good practice is shared so all that teachers have a clear understanding about what makes good and better teaching.
- Accelerate the progress of pupils in all classes in reading, writing and especially in mathematics and so raise attainment by:
 - increasing the proportion of pupils making good progress
 - increasing the numbers of pupils reaching the higher levels in their work, particularly in mathematics
 - providing pupils with more opportunities to write at length and for different reasons in different subjects
 - giving pupils more opportunities to use their mathematical skills in different subjects and in solving real-life problems.
- Improve the effectiveness of leaders at all levels by:
 - ensuring actions planned by leaders to improve the quality of teaching and pupils' progress are clear, measurable and firmly in place
 - strengthen the role of subject and other leaders with particular responsibilities in checking on the quality of teaching and pupils' progress so that prompt actions can be taken to bring about improvement
 - ensuring senior leaders and governors increase the links between the performance management of teachers and pay progression, so that teachers are held more rigorously to account for the proportions of pupils making at least good progress
 - ensuring governors check more rigorously on the progress of pupils known to be eligible for

support from pupil premium funding so that they close the gap on other pupils in the school and pupils nationally.

Inspection judgements

The achievement of pupils

requires improvement

- Pupils do not achieve as well as they should, particularly in mathematics. Attainment by Year 6 has been rising over the last two years in reading and writing and is now closer to average. The proportions making and exceeding expected progress in English improved from 2011 to be above national figures in 2012. However progress in mathematics is not rising at the same rate and attainment is well below average. Not enough pupils reach above the level expected for their age especially in mathematics.
- Scrutiny of pupils' work and pupils' progress data clearly shows that progress is increasing this year in reading, writing and especially in mathematics. However, although an increasing number of pupils across the school are making expected progress, not enough pupils are consistently making good progress in each class.
- Pupils, especially the more able, are not given enough opportunities to work on their own and this is hindering the progress they make.
- Pupils are becoming increasingly confident and fluent in their reading as they move through the school. This is because of the improved teaching of phonics (the regular practising of linking letters and sounds) which is helping weaker readers in particular, and the systematic teaching reading skills in all classes.
- Progress in writing is improving but pupils do not have enough opportunities to build their skills as they write for different purposes in other subjects.
- Although the progress of pupils in mathematics is improving, not enough opportunities are provided for pupils to use and apply their mathematical skills in real-life problem-solving activities or in meaningful contexts in other subjects.
- Disabled pupils and those with special educational needs are identified early and their progress is regularly reviewed. They are well supported by skilled support staff and targeted interventions. This enables them to make at least satisfactory and increasingly good progress, similar to that made by other pupils in the school.
- The progress of minority ethnic groups and those pupils who speak English as an additional language is similar to other pupils in school.
- The achievement of children looked after by the local authority and pupils known to be eligible for free school meals, showed some improvement in 2012. Their attainment rose in English to below average, but in mathematics their attainment remained significantly below average in comparison with other pupils in the school and other pupils nationally. Although it is improving this year, the gap between both groups and those not eligible for this funding is too wide. These pupils are almost a year behind where they are expected to be in mathematics and two terms behind in reading. The gap has closed more in writing where these pupils are less than a term behind.

The quality of teaching

requires improvement

- Although much of the teaching is of good quality and occasionally outstanding, it varies too much between classes. It is not yet good enough across the school to ensure that pupils make consistently good progress. No inadequate teaching was seen.
- In weaker lessons, the work set by teachers is often too hard for some or too easy for other pupils, especially the more able and so pupils do not make the best possible progress. Pupils sit and listen to teachers' explanations for too long, especially at the start of lessons. This slows the pace of learning and reduces the opportunities for pupils to start working by themselves. The marking of pupils' work is inconsistent. Pupils are not always given enough information about

how to improve their work or opportunities to follow up the advice given.

- In the most effective lessons, teachers use their good subject knowledge and information on how well pupils are progressing to plan work that matches their needs and abilities, especially the more able. Teachers use a good range of questioning techniques to challenge pupils' understanding well and skilled teaching assistants help pupils to learn quickly and to build up their skills. The lessons are taught at a brisk pace and pupils learn quickly because they remain interested and well focused throughout.
- In an outstanding English lesson seen, Year 6 pupils of all abilities made rapid progress in their writing. This was because the teacher had planned activities about Graffiti artists that interested pupils and suitably challenged them to do their best right from the start of the lesson. Pupils had opportunities to work on their own and with partners. The teacher used her good subject knowledge and skilled questioning to check on pupils' understanding and to stimulate highly successful learning.

The behaviour and safety of pupils are good

- Pupils are polite, courteous and helpful. Their good and sometimes outstanding behaviour helps them to get on with their work well. They play happily and safely together.
- Staff manage the behaviour of pupils well with high expectations and positive rewards, such as 'Golden Tickets'. Pupils and staff enjoy very positive relationships, which support their mutual respect. This ensures that pupils have positive attitudes to school and are eager to learn. Pupils are proud of their school. A typical comment is, 'I love this school because all the teachers care about us and treat us the same.'
- Pupils get on well together and enjoy learning and playing alongside others from different backgrounds and cultures.
- When teaching is at its very best, pupils' behaviour is outstanding. However, when teaching requires improvement some pupils lose concentration and this slows the progress they make.
- Pupils have a good understanding of bullying and the different forms it may take, including bullying as a result of prejudice and cyber bullying. They say that bullying is rare but are confident about the way teachers deal with it when it does happen.
- Pupils make a good contribution to the everyday life of the school, especially through the school council.
- Pupils have a good understanding of how to keep themselves both healthy and safe. Pupils feel safe in school and their parents agree that their children are safe.
- Attendance improved last year and is broadly in line with the national average with persistent absence lower than average.

The leadership and management requires improvement

- Leadership and management require improvement because the achievement of pupils and the quality of teaching are not consistently good enough. The headteacher has a clear and determined vision for making the school the best it can be. She has galvanised staff and governors in sharing a common purpose to improve the school further. Senior staff and governors ensure that all pupils have an equal chance to succeed.
- The school has rightly focused on the need to raise pupils' attainment and this has led to improvements since the last inspection. However, whilst the whole-school focus on reading and writing led to continued improvements in attainment last year, leaders did not ensure that the impact of improvements in mathematics were being maintained. As a result, progress in mathematics slowed considerably. The school has taken decisive actions to remedy this and pupils' progress is improving and their attainment rising in reading, writing and mathematics this year.

- Senior leaders share an accurate view of the school's strengths and areas for improvement in teaching and pupils' progress. However, the plans produced by the school to help bring about the improvements are not precise enough. As a result their impact on pupils is not always clear and measurable.
- Improvements have been made in reducing the number of pupils who are persistently absent, by the use of better communication and rewards and more closely working with individuals and their families.
- Teaching is regularly observed by senior staff and some good training is being provided for teachers. However, there are not enough opportunities for teachers to share good practice so that they fully understand what good and outstanding teaching looks like.
- The progress of different groups of pupils across the school is checked regularly and systems are in place to check on how well teachers are performing linked to their pay progression. However, too much emphasis has been placed on pupils making expected progress and senior leaders do not hold teachers rigorously enough to account for the proportions of pupils making at least good progress.
- Subject and other leaders with particular responsibilities are not all sufficiently involved in checking on the quality of teaching and pupils' progress in their areas and in taking action in order to make improvements where needed.
- The curriculum has improved since the last inspection, with a greater emphasis on the development of key skills and topics that very much interest pupils, such as 'The Egyptian Museum' project in Year 6. The curriculum promotes pupils' spiritual, moral, social and cultural development well. An excellent partnership with Huddersfield Giants rugby club provides pupils with good role models for health and fitness.
- The vast majority of parents are supportive of the school and would recommend it to others.
- The local authority has provided good quality support since the last inspection.
- **The governance of the school:**
 - Governors provide effective support and are fully committed to making the school the best it can be. They are well informed and know the school's strengths and areas where further improvements are necessary in teaching and pupils' progress. The membership of the governing body has been strengthened recently, bringing additional skills and experience. This has led to even more active involvement in the life of the school and greater challenge to leaders. Governors have allocated pupil premium funding well and are starting to look more closely at the impact on pupils' progress. They are fully involved in the performance management of the headteacher and are well aware of the performance of the other teachers in the school. Governors ensure good teaching is rewarded. They check that safeguarding arrangements meet requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107619
Local authority	Kirklees
Inspection number	405115

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

Type of school	Primary
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	432
Appropriate authority	The governing body
Chair	David Martin
Headteacher	Jane Richardson
Date of previous school inspection	23 May 2011
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