

Crosland Moor Junior School

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

Inspection dates

21–22 January 2015

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

Summary of key findings for parents and pupils

This is a good school

- The school is well led. Governors have managed the recent changes in leadership successfully and sensitively. They have ensured continuity, with little disruption for pupils and for their learning and progress.
- The acting headteacher and other leaders are highly ambitious for the school and have improved the school's systems for checking on pupils' progress and on the quality of teaching. This is having a positive impact on pupils' achievement which is improving.
- Pupils are proud of their school. They feel safe and behave well in lessons and around school. Relationships with each other and staff are good and pupils work very well together.
- Pupils' spiritual, moral, social and cultural development is strong and greatly supports the friendly, purposeful ethos of the school.
- Teaching is good across the school. Teachers have high expectations for pupils and make learning interesting for them.
- Education teaching assistants provide good support to individuals and groups of pupils, which ensures they achieve well.
- Since the last inspection, pupils' attainment and achievement have both risen. Current standards in reading, writing and mathematics in Year 6 are close to the national average.
- Gaps in attainment between disadvantaged pupils and others in the school have narrowed.

It is not yet an outstanding school because

- The most able pupils are not always given sufficiently challenging work.
- At times, pupils are not given enough opportunities to write at length in different subjects.
- The quality of marking varies and pupils are not always given the opportunity to improve or correct their work in response to teachers' marking.

Information about this inspection

- The inspectors observed teaching and learning in 16 lessons or part lessons, including two jointly with the headteacher.
- Members of the inspection team heard pupils read and looked closely at samples of pupils' work.
- Pupils' assessments were scrutinised. Inspectors also observed pupils during their break times and at lunchtime.
- Meetings were held with school leaders, staff and members of the governing body. A representative of the local authority had a telephone conversation with the lead inspector.
- Inspectors looked closely at the school's work, including minutes of the meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, documents relating to behaviour and safeguarding and the school's data on pupils' progress.
- Insufficient responses were received to the on-line questionnaire (Parent View) to generate a report. However, inspectors took account of the school's own survey of parents' views and held informal discussions with parents.

Inspection team

Michael Hewlett, Lead inspector	Additional Inspector
Sharon Lambert	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school.
- The majority of pupils come from minority ethnic groups with pupils of Pakistani heritage representing almost 60% of the school population. Approximately 65% do not have English as their first language.
- The proportion of pupils who are disadvantaged is above average. These are pupils known to be eligible for free school meals and those in the care of the local authority both of whom are supported by the pupil premium funding.
- In 2014, the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The proportion of pupils who have special educational needs or disabilities is above average.
- The school runs a breakfast club for pupils from 8.00am to 8.45am each morning.
- Since the last inspection, there have been considerable changes to the school leadership team. Sadly, the previous headteacher died in July 2014. The acting headteacher and acting deputy headteacher were both appointed in April 2014.

What does the school need to do to improve further?

- Improve pupils' achievement in writing by:
 - ensuring all pupils are expected to write at length in a wide range of subjects in addition to English.
- Improve the impact of teaching on pupils' learning and progress by ensuring that:
 - the most able pupils are consistently set work that challenges them
 - marking is consistently effective in every class
 - pupils are always given opportunities to respond to the advice they are given by teachers when they have marked their work.

Inspection judgements

The leadership and management

are good

- Successfully building on the changes introduced by the previous headteacher, the acting headteacher has brought stability, expertise and energy to the role. He has made an accurate assessment of the school's strengths and of the areas of its work that could be even more effective and has set out a clear agenda for taking the school forward. He is strongly supported by other senior staff and by middle leaders and governors and they have quickly become a very effective team.
- Senior and middle leaders are all involved in making systematic and rigorous checks on the quality of teaching and on its impact on pupils' learning and progress. For example, every pupils' progress is scrutinised in termly meetings between leaders and class teachers. This has ensured that the impact of teaching on pupils' achievement is very largely good or better. Leaders know there is more to do to ensure that this is consistently the case throughout the school and that everyone is equally well supported.
- The pupil premium funding is put to good use. As a result, disadvantaged pupils' learning and progress have improved rapidly and so their achievement is now much closer to that of the other pupils in school and to pupils nationally. This illustrates the school's successful promotion of equal opportunities for all pupils and a determination to tackle any form of discrimination.
- Staff performance targets are challenging. They are directly linked to the school's priorities which are set out clearly in the school development plan. There is also a well designed programme of training for staff at all levels in the school to support continuing improvements.
- The curriculum is effective in supporting the development of pupils' skills in literacy, numeracy and computing. Topic work brings subjects together well and, in most areas, offers rich and interesting opportunities for pupils to develop their skills and broaden their understanding of their own locality and others in Britain where communities are different to their own. All of this has a positive impact on their spiritual, moral, social and cultural development and prepares them well for their future lives in modern Britain.
- The primary school sport funding is used wisely to ensure a wide range of activities is available for pupils. There are many opportunities for pupils to enjoy sport and physical education both in-school and after school and to take part in competitive events. Staff skills have been enhanced by working alongside experienced coaches and there are good levels of participation by pupils who speak enthusiastically about how much they enjoy these activities.
- The local authority has worked well with school leaders, providing just the right balance of support and challenge. Educational advisers have worked closely with the governing body to help to steer the school successfully through a time of change.
- **The governance of the school:**
 - During a difficult period of transition, governors have ensured that the school continues to be led well. They help to check on the quality of teaching and learning and they have a realistic view of the school's current strengths and areas that require some improvement. Detailed plans are in place for the next steps that need to be taken to ensure full consistency in the quality of teaching and pupils' achievement.
 - Senior and middle leaders provide governors with regular and accurate reports on pupils' progress. Governors have a good awareness of national standards and are able to compare the school's performance against them. This enables them to hold the school rigorously to account.
 - Governors make sure that checks on staff performance are thorough and leaders and staff are set challenging targets linked to pupils' progress and the school's priorities. Consequently, good teaching is rewarded and any underperformance is being eradicated.
 - Governors make sure that safeguarding policies and procedures are fully in place. They oversee how the pupil premium is spent and the difference this is making to disadvantaged pupils. They make sure that the primary sport funding is spent wisely and they make regular checks on the impact of this expenditure.

The behaviour and safety of pupils

are good

Behaviour

- The behaviour of pupils is good. Pupils have positive attitudes to learning and they work together well in pairs and small groups. Pupils are keen to learn and are supportive of each other during lessons. Disruption in lessons is rare and teachers deal very effectively with any challenging behaviour.

- Pupils respond well to the school's approach to rewarding and encouraging good behaviour. Pupils act as 'behaviour ambassadors', rewarding other pupils with stickers when 'they are doing the right thing'. Pupils get on well together, have a great pride in their school and welcome visitors.
- Staff successfully prepare pupils for life in modern Britain. They encourage pupils to develop a strong sense of right or wrong and to value the importance of the democratic process. For example, pupils speak extremely positively about their role as school council members and how they can influence what goes on in school. They describe the selection process as fair because it gives everyone an equal chance to be a council member.
- In the breakfast club, pupils are well behaved and polite to adults who supervise them. The club provides pupils with a warm, welcoming start to the school day. Similarly, lunchtimes and playtimes are calm and orderly. Pupils of all ages use the different areas of the playgrounds well and are very respectful towards the adults who work in school. They enjoy taking part in organised games and use a range of play equipment sensibly.
- The vast majority of parents who spoke with inspectors and responded to the school's parental survey are positive about pupils' behaviour. Pupils have a secure understanding of different types of bullying and state that it seldom happens. A review of the school's records confirms that incidents of poor behaviour are rare and are dealt with effectively.

Safety

- The school's work to keep pupils safe and secure is good. Safeguarding is given a high priority in the school and procedures are regularly reviewed. Consequently, the pastoral care of pupils is very strong. Leaders ensure that staff receive regular training in relation to keeping pupils safe and that the suitability of visitors to the schools is carefully checked.
- Pupils state that they feel safe in school. They understand the importance of reporting any concerns that they may have to an adult and are confident that they will be listened to.
- Parents agree with their children who say that they feel safe and well supported at school. Pupils know how to keep themselves safe and recognise everyday hazards, such as the busy roads they have to cross as they walk to school.
- Pupils recognise potential dangers when using the internet and social media. School leaders broaden pupils' understanding of safety in general by giving them more responsibility. For example, by allowing pupils the chance to share their views and opinions about health and safety matters around the school and on the playground. 'Because we give out stickers when children walk sensibly, hardly anyone runs in school now', was how one behaviour ambassador described the impact of their work.
- Pupils enjoy school and this is reflected in the improving attendance which is in line with the national average.

The quality of teaching

is good

- The mostly good, and occasionally outstanding, teaching is enabling pupils to learn and progress increasingly well in literacy, reading and mathematics.
- Learning is often very successful when teachers have high expectations of what pupils can achieve and do. In a set of lessons in Year 6, for example, pupils produced balanced arguments as they decided whether 'graffiti could be an art form' or whether 'reading a book in a bookshop without buying' is stealing. They were engaged and enthusiastic about debating these topics. In their follow-up activities, skilful teaching enabled them to think analytically, to evaluate each other's work and to present well crafted arguments in their writing. There was a clear focus on making pupils' writing as effective and interesting as it could possibly be. Pupils responded enthusiastically and made excellent progress towards achieving their learning targets.
- Reading is taught well. Year 3 and Year 4 pupils who read to inspectors, confidently used their knowledge of letters and sounds to work out new words and read with clarity and expression. Home/school reading records are used well and the attractive school library is a valuable resource, much appreciated and well used by the pupils.
- Topic work is planned well and provides exciting opportunities for pupils to experience the full range of subjects of the new curriculum. However, in some classes, pupils are not encouraged enough to practise their writing skills, or write at length, in subjects other than English.
- The work in pupils' books is marked conscientiously. A new marking policy has been introduced and, where this has been fully adopted, marking is often of outstanding quality, providing excellent guidance to help pupils improve their work. The policy has not yet been fully implemented in every class. Sometimes,

pupils are not given clear advice about what they should do next to improve their work. In some classes, pupils are not always given the opportunities they need to respond to their teachers' advice in marking.

- Teaching activities are usually planned well to ensure the correct balance of challenge and support for pupils of all abilities. Occasionally, work set is too easy for some pupils. For example, in some mathematics lessons, the most able pupils completed number calculations quickly and then repeated more of the same instead of moving onto the next level of difficulty. Consequently, their learning and progress are not as successful as they might otherwise be.
- Teachers and well trained education teaching assistants work exceptionally well together to ensure that those pupils who need extra help, such as those with special educational needs, are given the support they require.
- Staff are equally successful in teaching pupils who speak English as an additional language. All staff are aware of their needs and use a wide range of well chosen strategies to help pupils to become confident in reading, speaking and writing English.

The achievement of pupils

is good

- Pupils' achievement is good and improving. Current school data show that all groups, including disadvantaged pupils, are making good progress from below average starting points when they join the school in Year 3.
- The 2014 results for Year 6 pupils paint an improving picture with pupils attaining the school's best results ever. Attainment in reading, writing and mathematics was still below the national average but results were much improved on 2013. They were improving at a faster rate than those nationally.
- Inspection evidence, including scrutiny of pupils' current work, confirms that this improving trend is being maintained in all year groups, with the majority of pupils in Year 6 now on track to attain Level 4 in reading, mathematics and grammar, punctuation and spelling. Although most pupils are making the expected progress in writing, it remains the weaker subject because pupils do not write enough at length in subjects other than English.
- In 2014, there were some gaps between the attainment of disadvantaged pupils and that of other pupils in the year group in mathematics and writing. In mathematics, disadvantaged pupils were about two terms behind and in writing they were one term behind other pupils in the school. There was no in-school gap in disadvantaged pupils' attainment in reading. Compared to all pupils nationally, disadvantaged pupils in the school were about one year behind in reading, writing and mathematics.
- Gaps in attainment are closing fast. The in-school gap between disadvantaged pupils and other pupils in the school halved between 2013 and 2014, with current data showing that this gap is reducing still further.
- Pupils achieve well in reading. They show a real interest in books and can hold confident discussions about those that they have enjoyed and why.
- The most able pupils generally make good progress. In the most recent assessments, almost all the most able pupils who reached Level 3 in Key Stage 1 were making expected progress in reading, writing and mathematics. However, observations of the school's current work indicate that the level of challenge could be greater in some classes for this group of pupils, together with other more-able pupils who have been identified by the school.
- The well managed support for different groups, including disabled pupils, those with special educational needs, the most able, those from other ethnic backgrounds and those who are new to speaking English means they make equally good progress as their peers in English and mathematics.

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	442195

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	484
Appropriate authority	The governing body
Chair	Carol Martin
Headteacher	David Bendall (Acting Headteacher)
Date of previous school inspection	26 February 2013
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