

Crossley Fields Junior and Infant School

Wellhouse Lane, Mirfield, West Yorkshire, WF14 0BE

Inspection dates 25–26 March 2015

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Outstanding	1
Leadership and management		Outstanding	1
Behaviour and safety of pupils		Outstanding	1
Quality of teaching		Outstanding	1
Achievement of pupils		Outstanding	1
Early years provision		Outstanding	1

Summary of key findings for parents and pupils

This is an outstanding school.

- ‘This is a five star school’ and ‘I am proud to send my child to this school’ are comments typical of the many parents who made their views known to an inspector.
- The headteacher provides aspirational leadership. Senior leaders, including governors, demonstrate an uncompromising drive to improve teaching and achievement and have developed a very strong staff team. All are united in their desire to provide the best possible start in life for every pupil.
- The early years phase is outstanding. Children get off to a flying start to their learning. They clearly love many of the stimulating activities on offer.
- Pupils go on to make rapid progress throughout Key Stage 1 and Key Stage 2. Standards in reading, writing and mathematics are consistently above average at the end of Year 2 and Year 6 and they continue to rise.
- Teaching is outstanding due to the strong leadership of teaching and learning. The staff team are very committed and hard working. Expectations are high throughout school.
- Pupils, who spoke to an inspector, say they feel very safe and well looked after by adults in school.
- Pupils’ behaviour is exemplary. They work extremely hard and show a keen desire to succeed. Their impressive attitudes to learning are a key reason for the excellent progress they make in lessons.
- The curriculum is successfully fostering a love of learning. The school provides a very good all-round education for its pupils. Pupils flourish in art, sports and music, for example, as well as reading, writing and mathematics.
- Pupils are very much helped to develop important life skills. They learn to discuss issues that arise and listen to other points of view. Pupils in every class have cookery lessons and some even get the chance to grow their own food as well.
- Governors demonstrate considerable expertise. They have the knowledge and skills to challenge the school to help ensure it provides the very best for its pupils.
- It is no surprise that the school is seen as a model of best practice by the local authority, and is sometimes asked to support other schools in the locality.
- Pupils, who spoke to an inspector, say they really enjoy their time at school. They added that they ‘wouldn’t change a thing about Crossley Fields’.

Information about this inspection

- Inspectors observed teaching and learning in 23 part-lessons, five of which were conducted jointly with a senior leader. They made many other short visits to lessons.
- Meetings were held with governors, senior leaders, staff, pupils and a representative from the local authority.
- Inspectors listened to some pupils read, observed break times, and spoke with pupils from every year group.
- A range of documents were examined. They included leaders' views of the school's performance, records of the checks made on teaching and learning, the school improvement plan, information about pupils' progress and records relating to behaviour, attendance and safeguarding.
- Inspectors took account of the views of parents through informal discussions with parents, telephone conversations and analysis of the school's own questionnaire to parents. The 59 responses to the on-line questionnaire (Parent View) were also scrutinised.

Inspection team

Fiona Gowers, Lead inspector	Additional Inspector
Melvyn Hemmings	Additional Inspector
Terry Bond	Additional Inspector
Barbara Martin	Additional Inspector

Full report

Information about this school

- The school is much larger than the average-sized primary school. The number on roll has risen by approximately 100 pupils since the previous inspection. Many pupils attend the school from outside the immediate locality.
- The proportion of disadvantaged pupils supported by the pupil premium is broadly average. (The pupil premium is additional funding that the school receives to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.)
- The proportion of pupils from ethnic minority groups is much larger than that found typically, as is the proportion who speak English as an additional language.
- The proportion of pupils with special educational needs is broadly average. The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- Children attend the early years on a full time basis.

What does the school need to do to improve further?

- Continue to ensure all of the most able pupils, particularly those who are disadvantaged, reach the highest possible standards for their age.

Inspection judgements

The leadership and management are outstanding

- Senior leaders are ambitious for every pupil at Crossley Fields. Good relationships are fostered throughout school. This is a school with an unwavering commitment to tackling discrimination and ensuring equality of opportunity for all its pupils. Parents typically comment that the school 'celebrates and recognises personal achievement and diversity'.
- The school is very well regarded by parents. Indeed it has grown significantly since the previous inspection.
- Pupils are very well prepared for life in modern Britain. For example, they show a great deal of respect for those of other faiths and cultures and fully understand the importance of democratic processes, such as the rule of law, individual liberty and mutual respect.
- The headteacher, very well supported by other senior leaders, has a relentless focus on improvement and provides visionary leadership. The senior leadership team has been extended to ensure the school continues to meet the changing needs of its pupils. New leaders have been appointed who have specialist knowledge and competency in key areas.
- Roles and responsibilities of both senior and middle leaders are very carefully thought through. Emerging leaders have the chance to work alongside more experienced colleagues and so very quickly come up to speed. Senior and middle leaders alike provide excellent leadership and play an important role in driving forwards improvements.
- A comprehensive process to check the performance of staff is firmly established. Teachers are held to account for the progress made by pupils in their class. Senior leaders also ensure that leadership skills are developed and fostered.
- The leadership of teaching and learning is very strong. Termly self-evaluation involves every class in school. Regular monitoring activities and training are very sharply focused on specific aspects of teaching, such as the effectiveness of marking and the challenge provided for the most able pupils. This has led to consistently high quality teaching throughout school.
- A very careful check is kept on the progress made by individual pupils and also by different groups in school.
- The rich curriculum provides a wide range of experiences. Pupils speak with enthusiasm about their learning and enjoy a wide range of clubs and extracurricular activities, such as roller skating and podcasting. The breadth of the curriculum is reflected in the work on display throughout school. Pupils' artwork is vibrant and varied and of a particularly high quality.
- The primary sports funding has been used extremely well. Specialist consultants work alongside teachers and have helped increase their skills and confidence when teaching physical education. The school has been awarded the highest level of the Activemark in recognition of its success in increasing pupils' participation in a wide range of sporting activities.
- Pupil premium funding is used very well. Many disadvantaged pupils typically make rapid progress. There has been a specific focus on meeting pupils' individual needs and ensuring pupils can take part in extracurricular activities, visits and residential. The impact of the funding is regularly and carefully checked to help ensure pupils benefit as much as possible.
- This is a school that is continually striving to improve. For example, although the number of pupils reaching the higher levels continues to rise, senior leaders are keen to ensure that an even greater proportion of pupils, particularly those who are disadvantaged, reach the highest possible standards for their age.
- The local authority has full confidence in the school maintaining its fast pace of improvement. It considers it necessary to offer only light touch support.
- The effective arrangements for safeguarding meet statutory requirements.
- **The governance of the school:**
 - Governors are very knowledgeable and well informed. They have an accurate view of the effectiveness of teaching and know how well different groups of pupils in school perform. They are fully conversant in the use of performance management to reward good teaching and foster leadership potential.
 - They understand the headteacher's vision for the school and value her leadership, but also challenge school leaders and hold them to account for pupils' achievement. They also meet regularly with the school council to ensure they are aware of pupils' views too.
 - Governors bring a high level of expertise in many key areas such as finance, education, Information Communication Technology (ICT) and safeguarding.

- Governors play a fundamental role in all aspects of the school’s work. For example, their involvement was key in the recent restructuring of the senior leadership team. They carefully check the impact of the increasing pupil numbers on attainment trends and regularly monitor attendance.
- They contribute to local authority training and offer support for governing bodies.
- Governors ensure statutory safeguarding requirements are met. They ensure that procedures are regularly reviewed and that an annual external audit of procedures is undertaken.

The behaviour and safety of pupils are outstanding

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are extremely polite and and courteous to adults. Their conduct is typically exemplary both in the classroom and around school.
- Attitudes to learning are very positive. A keen thirst for learning is evident throughout school. Pupils are very keen to do well. They concentrate very well in lessons and pay great attention to detail. They are very willing to have a go even if they are not sure they have the right answer, because they are confident their contributions will be valued. They persevere even when faced with more difficult work.
- Pupils are rightly very proud of their accomplishments. For example, some pupils in Key Stage 1 were very proud to show an inspector that they were already on their fourth work book this year in mathematics and in writing.
- A scrutiny of work in every class shows pupils’ work is very well-presented and that pupils typically take great pride with their work in every subject.
- Pupils carry out a wide range of roles of responsibility with great care and maturity. Play buddies and hall buddies help keep break times safe and happy. The school council regularly canvasses the views of other pupils and discuss how they can make things even better for all at school.
- Very good behaviour was observed at break times. Pupils play very well with each other and show great care and consideration for each other. They enjoy plenty of fun activities, which keep them actively engaged in the playground, as well as promoting very good team work. For example, pupils co-operate very well with each other as they build models and structures by the ‘scrap shed’.

Safety

- The school’s work to keep pupils safe and secure is outstanding.
- Attendance is consistently above average and rigorous procedures help maintain a positive trend.
- Pupils, who spoke to an inspector, say they feel very well looked after by adults in school. A group of older pupils added: ‘If you have a problem teachers will always help you. You can trust them.’
- Staff do much to boost pupils’ self-esteem and help them learn to cope with issues they might be struggling with. For example, they liaise with a very wide range of other agencies to gain specialist advice and support. Pupils sometimes complete their own books, such as ‘It’s good to be me’, which celebrate and reinforce their positive qualities and accomplishments.
- Pupils learn to develop the skills to deal with any disagreements or fallings out they might have. They are helped to listen to each other’s point of view and feel they have a key part to play in resolving issues that may arise.
- The vast majority of parents who spoke to an inspector, are overwhelmingly positive about all aspects of the school’s work. Parents typically comment: ‘the classteacher is always available to discuss any concerns a parent or child has and allows the children to enjoy learning in a safe and constructive environment.’
- Almost all parents who responded to Parent View at the time of the inspection agree their child is safe, happy and well-looked after at Crossley Fields. Nevertheless nine of the parents, who responded to Parent View, expressed some concern with how effectively the school deals with bullying. These concerns were explored thoroughly during the inspection. The school’s procedures were found to be appropriate.
- The many pupils who spoke to an inspector are fully confident that bullying either never happens or that if it does then it is very rare. The school works very hard to ensure pupils have a very good understanding of might constitute the different types of bullying and what they should do if they think they are being bullied. Pupils are also helped to develop a very good understanding of potential risks and how to stay safe when using the internet and mobile phones.
- The school leaders keeps pupils’ safety and well-being as a high priority. They continually review and evaluate the effectiveness of their safeguarding procedures. The school takes rapid and decisive action in response to any identified areas in need of improvement and regularly consults outside agencies when appropriate.

The quality of teaching is outstanding

- A scrutiny of pupils' work and the school's own records confirms the teaching in every key stage is typically outstanding.
- There is a high degree of consistency throughout year groups and key stages. Every available space in school is used to help pupils learn.
- Learning gets off to a fast pace. Pupils strive to do their very best and very little learning time is wasted at all.
- Pupils say that displays in the classroom help them with their work. For example, they regularly refer to the lists of useful vocabulary provided, as well as guidance on how to improve their work.
- Meticulous planning ensures that pupils learn productively in lessons. Teachers regularly check what pupils know and understand. They are quick to identify and address any misconceptions and to move pupils onto more difficult work when they are ready.
- Pupils benefit from well trained and highly experienced teaching assistants, who work alongside teachers. They help ensure that any pupils who need more support or those that require additional challenge receive the input at the right time.
- Expectations are high and pupils relish the challenge of more difficult work. Probing questioning gets pupils thinking very hard and helps to deepen their understanding. One parent typically commented that the classteacher 'has really stretched my child to achieve great things.'
- Younger pupils regularly get the chance to work outside. This motivates boys, in particular, to work hard. Children in the early years benefit from a wide range of activities, which build on their indoor learning. Year 1 pupils also regularly work outdoors on challenging activities. Adults skilfully extend pupils' thinking. For example, Year 1 pupils enjoyed a science investigation outdoors. They predicted and tested whether the height of a ramp would affect how far a toy car would travel.
- The teaching of reading is a strong feature in the school. Reading is given a very high profile and pupils enjoy a wide range of high quality texts. Attractive reading areas, both in the classroom and in communal areas, successfully foster a real love of reading. In one Key Stage 2 class pupils gained a very good appreciation of how poets can manipulate words, through their study of a palindromic poem structure. In another class, pupils studied 'The Highwayman' and insightfully looked at the differing perspectives of characters in the poem.
- The teaching of writing has improved. There is a strong emphasis on helping pupils increase the accuracy of their spelling, grammar and punctuation, as well as writing about themes that genuinely interest the pupils. In Key Stage 1 pupils enjoyed planning their own stories in the style of the children's book 'Winnie the Witch'. They worked hard to improve the content of their stories, whilst responding to teachers' marking and feedback. Plenty of opportunity to talk about their stories resulted in pupils writing high quality stories with fluency and confidence.
- Pupils are helped to gain a thorough in-depth grounding in key mathematical concepts and processes. The standard of work throughout school is high. During the inspection pupils in Year 1 were able to multiply numbers with confidence and those in Year 2 accurately completed division calculations with remainders. In Year 6 pupils were fully absorbed by their reasoning and number investigations. They were able to plan their own lines of enquiry and used symbols and diagrams to explain their ideas.
- Pupils frequently have the opportunity to discuss their work and explore their ideas through practical activities. They are encouraged to listen to differing viewpoints and to answer in full sentences. This is helping all pupils, including those who speak English as an additional language, speak with great clarity and confidence and to be open to suggestions.
- The quality of marking has improved. School leaders regularly check that pupils respond to the feedback provided and improve their work.
- Teachers set homework regularly with the intention of broadening and deepening pupils' understanding of their work at school. Pupils have a variety of activities to complete. For example, the focus of the homework is sometimes to talk about an aspect of their work and sometimes to produce a piece of research or a model. This varied approach ensures all pupils have the chance to shine.
- Pupils with special educational needs benefit from very sharply focused and well timed support both in and out of the classroom.

The achievement of pupils is outstanding

- Children get off to a very strong start in their learning in the early years. This is because of the many stimulating activities provided.

- Many pupils make rapid progress across Key Stage 1. The proportion of pupils who make expected progress is high and many do even better. Standards in reading, writing and mathematics at Key Stage 1 have been consistently above average over the past five years.
- By the end of Year 1, all groups of pupils read to a high standard. Pupils read with fluency and confidence and have a wide range of books to choose from. They are taught to use letters and sounds very well. The proportion of pupils who reached the expected standard in phonics for their age is typically much higher than that found nationally.
- Pupils continue to achieve extremely well across Key Stage 2. The school endeavours to help all groups of pupils secure an in-depth understanding of their work, as well as helping them attain high standards. Attainment at Key Stage 2 has been consistently above average for a sustained period. Almost all pupils reach the expected level in every subject and many do even better.
- In 2014 the proportion of pupils who reached above-average attainment in reading, writing and in mathematics was significantly higher than that found nationally. Inspection evidence shows this proportion continues to rise. Pupils who are currently in school are set to do even better. Nevertheless this is a school which wants the very best for all of its pupils. However, school leaders are well aware that although disadvantaged pupils often make rapid progress relative to their starting points, not quite as many of the disadvantaged pupils reach the above-average attainment as compared to other pupils in school.
- Pupils who speak English as an additional language do just as well as other pupils in school and much better than similar pupils nationally.
- The achievement of pupils eligible for the pupil premium is impressive. Many disadvantaged pupils make rapid progress, relative to their starting points and their attainment continues to rise. In 2014 their attainment matched that of other pupils nationally. Nevertheless, they were still a little behind other pupils in school; two terms behind in mathematics and one term behind in reading and writing. Their progress across Key Stage 2 matched that of other pupils nationally in reading and mathematics and was even better in writing.
- Disabled pupils and those with special educational needs also make fast progress. In 2013 and 2014 almost all pupils with special educational needs outperformed similar pupils nationally, both in terms of their rate of progress and the standards they attained.

The early years provision

is outstanding

- Children have historically started school with skills and knowledge that are typical for their age in most areas of learning, although there is often a wide spread of ability in each class. There has been a significant growth in pupil numbers since the previous inspection. Some classes now have typically weaker literacy, numeracy and personal and social skills on entry, particularly those with a higher proportion of children with special educational needs.
- Children are very much welcomed into school and many make rapid progress, relative to their individual starting points. In 2014 children's attainment in most areas of learning was higher than that found nationally confirming the outstanding achievement and progress children typically make.
- Relationships are excellent. Children behave extremely well and very quickly develop very positive attitudes to learning. They clearly feel very safe and secure in the setting.
- Teaching is outstanding. Teachers plan lessons very carefully. They ensure new activities interest and engage the children and that they build very effectively on previous learning.
- Children thoroughly enjoy the wide range of stimulating activities both indoors and outdoors. During the inspection children were fascinated by the book 'Whatever Next.' This inspired them to stay fully absorbed in a range of activities around the theme of space. They made models of rockets and aliens and developed their own detailed space stories. One child exclaimed: 'I am going to space and I will see a friendly alien!'
- Although still above the national level, standards in writing were not quite as high as in the other areas of learning in 2014. Improving children's early writing skills has consequently been a main area of focus. A marked degree of success is evident already. For example, many children write in full sentences with a full stop at the end. They often spell familiar words correctly and readily use their phonics knowledge to make good attempts at writing unfamiliar words. Some of the most able children readily added description and detail to their writing. For example, adding phrases, such as the 'bright and shiny moon' to their stories.
- All staff skilfully question children to extend their vocabulary and their thinking. Children are encouraged to be independent and 'have a go'. All in all they come on in leaps and bounds with their learning and are very well prepared for the transition to Year 1.
- Each child's learning is recorded in a 'learning log'. This helps keep parents well informed of each stage of their child's learning.

- Leadership and management of the setting is outstanding. It ensures that staff work tirelessly to help children learn. To this end they are currently focused on increasing opportunities to extend children's number skills still further. It is no surprise that the setting is recognised as a centre of excellence for other professionals to visit.

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	107697
Local authority	Kirklees
Inspection number	453215

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	613
Appropriate authority	The governing body
Chair	Mr Chris J. Sutcliffe
Headteacher	Mrs Catherine J. Lockwood
Date of previous school inspection	12 October 2006
Telephone number	01924 326590
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