

Inspection of Crowlees Church of England Voluntary Controlled Junior and Infant School

Springfield Park, Mirfield, West Yorkshire WF14 9PD

Inspection dates: 16 and 17 November 2021

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

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected since March 2007.

What is it like to attend this school?

This is a vibrant, happy school. Pupils are highly motivated by the activities and lessons that their teachers plan. A strong ethos of respect permeates the whole school. As a result, pupils care for each other. Behaviour is exemplary because of the clear routines that leaders put in place. For example, many pupils told inspectors that adults help them to 'stop, think, do the right thing'. At social times, older pupils organise games for younger pupils. Some pupils are digital leaders. They thrive on this responsibility.

Pupils are encouraged to talk about their emotions and feelings. Emotional well-being charts in classrooms ensure that adults know very well how pupils are feeling. Pupils told inspectors that bullying is incredibly rare. If bullying does happen, pupils told inspectors that adults will deal with it effectively. Expectations are high for every child. Teachers, teaching assistants and leaders work as a team. This ensures that all pupils' needs are fully understood and met.

Pupils spoke to inspectors with great enthusiasm about the outdoor classroom. This provision is woven into the daily life of the school. Pupils flourish because of the unique ways of working that this provision offers.

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

Leaders' curriculum planning is detailed, thorough and clear. It is well understood by all adults. Leaders carefully plan to meet the training needs of all staff. This means that staff are confident in the jobs that they do. For example, all teachers and support staff have received training in delivering the school's phonics programme. As a result, the phonics programme is well embedded and taught with consistency. Pupils use ambitious vocabulary from the earliest years. For example, pupils in Reception could confidently identify digraphs during phonics lessons.

Pupils' writing is varied and sophisticated. This is because lessons across the curriculum contain well-planned chances for different types of writing. Pupils told inspectors that they love to read. Reading activities are numerous. Pupils spoke enthusiastically about the books they are reading at home and at school.

Teachers' assessment identifies gaps that have arisen because of the pandemic. Support for pupils is precisely targeted, especially in phonics. This helps children at the early stages of reading to become confident, fluent readers. Regular checks on the important knowledge that pupils remember helps teachers to adapt lessons. Close working between teachers, teaching assistants and the special educational needs coordinator (SENCo) ensures that pupils with special educational needs and/or disabilities (SEND) have very clear plans and targets. These plans are regularly reviewed and updated. As a result, pupils with SEND achieve very highly.

Personal, social, health and relationships education (PSHRE) is planned well to develop pupils' independence and understanding of the world. For example, pupils have regular and meaningful chances to talk about their feelings. They are given clear strategies to help deal with feelings of anger or anxiety. Pupils are enthusiastic about the wide range of clubs they can attend, for example the 'eco club'.

Pupils are leaders in this school. For example, pupils worked with adults to produce the anti-bullying charter. This means pupils can clearly explain what bullying is. They know the impact it can have on others. As a result, bullying is very rare. Behaviour routines are very well established because everyone understands and applies the code of conduct.

The open plan layout of the school helps to create a strong community. There is a buzz of excitement around the school. Great pride is taken in creating a warm, welcoming environment. Leaders know that the pandemic has affected pupils' social development. Some children missed chances to learn through play when they were in Reception. The Year 1 environment has been redesigned as a result. Areas for literacy, mathematics and writing in the outdoor space for Year 1 pupils help them to learn through activities that interest them. Early years leaders clearly understand the important knowledge they want children to remember. While children follow their interests, teachers ensure that important knowledge of number, for example, is learned and remembered.

The outdoor classroom is used regularly by every year group. The forest school teacher works closely with class teachers to plan lessons. Lessons in the outdoor area enhance the school curriculum, for example when looking at the life cycle of frogs in science. The provision provides memorable and inspiring learning opportunities. Pupils told inspectors they really enjoyed these lessons.

Governors understand leaders' priorities very well. Minutes from meetings show that governors are given very clear information about the progress of plans to develop, for example, the reading programme. Leaders plan frequent opportunities to check the quality of the curriculum. Governors deliver assemblies and visit the school regularly. Parents told inspectors about the 'fantastic' and 'brilliant' work of this 'amazing school'. Many praised the spirit of community that leaders have developed. Support for families during the pandemic was very highly praised by parents. Leaders place great importance on the well-being of staff. Staff recognise and value this; they feel cared for.

Safeguarding

The arrangements for safeguarding are effective.

Clear policies and systems are in place for reporting safeguarding concerns. The PSHRE curriculum informs pupils about safeguarding risks. This means that pupils have a very clear understanding of how to keep themselves safe online, in school and in the community.

Safeguarding is a 'golden thread' that runs through all aspects of school life. Pupils receive clear information about, for example, the lanyards that visitors wear.

Local safeguarding risks are well understood by leaders and staff. Leaders make good use of external agencies to ensure that help is available in school for pupils at risk.

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.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107725
Local authority	Kirklees
Inspection number	10199400
Type of school	Primary
School category	Voluntary controlled
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	418
Appropriate authority	The governing body
Chair of governing body	Helen Butler
Headteacher	Kathy Woods
Website	www.crowlees.co.uk/
Date of previous inspection	27 March 2007

Information about this school

- The school has undergone considerable change since the last inspection in 2007. The headteacher and deputy headteacher took up post in 2012. The chair of governors and almost all members of the governing body have also changed. The SENCo and leaders for early years, key stage 1 and key stage 2 have also changed.
- Crowlees is a Church of England school. The last section 48 inspection took place in 2017. The next inspection should take place within the prescribed period. Section 48 inspections (or the equivalent inspection of an academy) are usually carried out every three to five years (and usually within two to three years of a new voluntary-aided school or academy or free school opening). Section 48 inspections have been suspended during the COVID-19 (coronavirus) pandemic and will restart in September 2021. The first inspection will be within eight years of the last, rather than the usual three to five years.
- The school uses alternative provision at Windmill Primary School when needed

Information about this inspection

The inspector(s) carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders and have taken that into account in their evaluation.
- Inspectors spoke with the headteacher, deputy headteacher and leaders responsible for the early years foundation stage.
- Inspectors carried out deep dives in these subjects: reading, physical education, geography, and science. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also looked at curriculum plans and spoke to leaders in computing and design and technology. Inspectors also spoke to leaders responsible for the PSHRE curriculum.
- Inspectors met with the SENCo and scrutinised records for pupils with education, health and care plans.
- Inspectors looked at examples of pupils' extended writing in different subjects across the curriculum and examined assessment plans.
- Inspectors also spoke with the designated safeguarding lead and scrutinised the single central record. Inspectors spoke with children and adults about safeguarding risks and looked at records relating to safeguarding, including for peer-on-peer abuse.
- Inspectors met with governors, including the chair of governors, and spoke with representatives from the local authority and the diocese.
- Inspectors spoke with pupils, including single-sex groups, and observed social times. Inspectors observed pupils arrive at and exit from school.
- Inspectors met with groups of support staff.
- Inspectors took account of the views of parents, staff and pupils through surveys, including Ofsted's Parent View. Inspectors also spoke with parents as pupils arrived at school.

Inspection team

Matthew Vellensworth, lead inspector	Her Majesty's Inspector
Richard Crane	Ofsted Inspector
Richard Knowles	Ofsted Inspector

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