

# Inspection of Crow Lane Primary and Foundation Stage School

Crow Lane, Milnsbridge, Huddersfield, West Yorkshire HD3 4QT

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Inspection dates: 10 and 11 February 2022

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

Relationships are strong across the school. Staff are warm and encouraging to pupils who, in turn, are respectful back. Staff and pupils all understand and follow the headteacher's three important rules: 'be kind, be kind and be kind'.

Pupils behave well and follow the routines that staff set out for them. Pupils line up sensibly when they are waiting for their lunch, and go inside calmly when asked. The dining room is a pleasant place to be because pupils are considerate to each other and their environment. Pupils sweep up after themselves and are polite to adults. When playing outside, some pupils can be unkind or play in a way that upsets others. However, pupils said that staff are always on hand to deal with this, and pupils feel confident that problems will be sorted out.

Leaders know the families in the community well. They talk to parents and carers about problems that their children may be having. Issues like bullying are dealt with and staff keep parents informed about what actions they have taken. As one parent said: 'Everyone at the school makes you feel welcome, and I know there is someone to talk to if I have any concerns.'

Pupils have many and varied opportunities to show off their talents in the local community. Leaders arrange sports events and dance competitions. The choir sings to residents of a local care home. Everyone can join in with these events. Leaders make sure that pupils with special educational needs and/or disabilities (SEND) are not prevented from taking part, by making any adjustments that they may need. Some of these experiences have been postponed recently due to COVID-19, but are now returning at pace.

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

The headteacher has a strong desire to 'build things that last'. He wants what is done by staff to have a positive and lasting impact on pupils in the school. All staff and governors understand and share this vision.

Leaders have planned a curriculum that is ambitious. They have carefully considered the needs of all pupils in the school. Each subject curriculum shows the important knowledge that pupils should be taught. However, sometimes what is taught in one year does not clearly link with what is taught in another. For example, in history, pupils learn about invasion in Year 3 when studying the Romans, but the concept of invasion is not revisited by pupils in later years. Pupils do not build up a deep understanding in a subject when this is the case.

Teachers use vocabulary well in lessons. Leaders have planned out the vocabulary that pupils should learn. Pupils use the words that they have been taught by teachers in their discussions with classmates. When speaking or writing about a subject, pupils are confident about showing what they know. Teachers check what

pupils know by asking them questions or talking to them. Teachers have a good grasp of who has understood and who needs a little extra help.

Leaders have also carefully thought about what is taught, and when, in phonics. Leaders have developed their phonics curriculum since the last inspection. They have trained staff to a high standard. Phonics sessions fizz with excitement and pupils love the success of getting better at reading. Pupils know the sounds needed to read words. Teachers give pupils books which include the sounds that pupils have been taught. Pupils who need more support are given effective extra sessions.

Leaders have prioritised the need for children to write letters correctly from an early age. In the early years, children have a session every day to work on building up their muscles to hold a pen correctly and form the shapes needed, as a start for writing letters. All staff are clear on what children need to do in their handwriting, and can spot if they are not keeping up with where they need to be. By the time pupils reach Year 2, most of them can write in joined handwriting with very few errors.

Leaders recognise that some of the areas of learning in the early years have not been as well planned out as literacy and mathematics. This means that the teaching and support in these areas, like 'understanding the world', are not as precise. Children are not prepared in some of the areas of learning when they go into Year 1.

Leaders ensure that pupils hear a range of stories and poems. They have made sure that the books that teachers read to pupils are of a consistently high standard, and are written by a range of authors. Pupils follow along with their own book when teachers are reading to them. Pupils enjoy the enthusiasm with which teachers read these books.

Pupils with SEND achieve well. There is no lowering the bar for what they can achieve. Teachers know these pupils well, and know what to do to make sure that they are successful in their work.

The work of leaders to develop the character and respect of pupils is a real strength of the school. Pupils learn about concepts such as democracy and tolerance in their personal, social, health and economic (PSHE) education lessons, as well as in subjects such as art and design, and history. Pupils are knowledgeable about differences in society, and know that difference is 'something worth celebrating'. Leaders ensure that this has a real-world context for pupils, by setting up experiences like links to schools with pupils from different backgrounds to them.

A new structure of governance has been put in place since the last inspection. Leaders provide governors with a range of information. Governors check that this information is accurate by visiting the school and asking questions.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders keep comprehensive records for children who they have concerns about. Leaders work well with other agencies, and have regular conversations with other professionals, such as social workers, about the best actions to take.

All staff know what to do if they have a concern about a child. Despite having close links with families, staff know not to be complacent and are watchful for any issues. Leaders train and update staff on areas such as criminal exploitation, so that they know what to do if children are exposed to any such issues.

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

### **(Information for the school and appropriate authority)**

- Leaders have not sufficiently and deliberately planned out how pupils' knowledge should accumulate over time. Too much is left to chance regarding what teachers revisit with pupils and when they do this. Pupils sometimes forget what they have been taught in the past, or have misconceptions about it. Leaders should plan out how knowledge is built up from one year group to another. Teachers should use this curriculum to revisit the important knowledge identified, so that it is strengthened in pupils' long-term memory.
- In the early years, some of the areas of learning are not planned out around what children should be taught and when. Some plans are imprecise and focus on broad themes. This means that teaching and support from staff sometimes lack precision too. The environment does not support what children need to learn in some areas. Leaders should plan out the knowledge and skills that children should be taught in all areas of learning, as they have done to good effect in writing. Teachers and staff should then ensure that the environment and resources support children in accessing this curriculum.

## 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

<b>Unique reference number</b>	107623
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10211677
<b>Type of school</b>	Primary
<b>School category</b>	Foundation
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	187
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rebecca Beaumont
<b>Headteacher</b>	Martin Vayro
<b>Website</b>	<a href="http://www.crowlane.org.uk">www.crowlane.org.uk</a>
<b>Date of previous inspection</b>	15 and 16 May 2018, under section 5 of the Education Act 2005

## Information about this school

- The school is smaller than the average-sized primary school.
- The chair of governors took up her role in September 2019.
- No pupils in the school attend alternative provision.

## Information about this inspection

The inspectors 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 carried out deep dives in these subjects: early reading, mathematics, music and history. 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 spoke to groups of pupils about their experiences in the school. This included pupils with SEND.
- Inspectors visited pupils with SEND in their lessons and checked the support they are given.
- Inspectors looked at the PSHE education curriculum and asked pupils questions about it. Inspectors spoke with leaders about the wider opportunities available to pupils in the school.
- Inspectors observed breaktimes and lunchtimes, and spoke to staff and pupils about what behaviour around school is normally like.
- Responses to Ofsted surveys from parents and staff were evaluated and inspectors spoke with some parents at the start of the school day.

### **Inspection team**

Matthew Knox, lead inspector

Her Majesty's Inspector

Graham Findlay

Her Majesty's Inspector

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