

Inspection of Crossley Fields Junior and Infant School

Wellhouse Lane, Mirfield, West Yorkshire WF14 0BE

Inspection dates: 14 and 15 December 2022

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

What is it like to attend this school?

Everyone is welcome at this friendly school. Pupils learn about and appreciate each other's similarities and differences. Relationships between pupils and adults are kind and respectful. Pupils trust staff to take good care of them and help them to learn.

Pupils enjoy lessons, particularly when they involve practical work. They discuss their ideas with great enthusiasm and are always ready to listen. Children in the Reception classes are impressive learners. Their concentration, when listening and problem-solving, is impressive.

Pupils know what adults expect of them and happily follow the simple school rules. They learn how to manage friendships. When things go wrong, they know adults will help to sort issues out. Bullying is rare. Pupils know what bullying is and what to do if it does happen.

Leaders have made sure that everyone is able to take part in an extensive range of enrichment experiences. Pupils have many opportunities to discover and develop their individual talents and interests. For example, they can join a rock band, learn to play a musical instrument or take part in a range of sports activities. Outdoor activities, such as orienteering, help pupils develop confidence, resilience and social skills. Pupil leadership is encouraged and valued. Pupils are proud of the difference they make, particularly when they are involved in decision-making or looking after younger pupils at lunchtime.

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

Leaders, governors and staff are determined that all pupils will be successful. Leaders have rewritten the curriculum to make sure it meets the needs of pupils. In all subjects, learning has been broken down into small, well-sequenced steps. This supports teachers to plan lessons that help pupils to learn and remember more. They recap learning and give pupils many opportunities to practise new learning. This is particularly strong in English and mathematics. In a small number of subjects, leaders have not yet carried out their plans to check the effectiveness of the new curriculum. Therefore, they are not clear if teachers are delivering the ambition of the curriculum in these subjects.

Learning environments and resources are high quality and carefully planned. They reflect and support learning. Pupils' work is displayed and celebrated. Prompts in classrooms help pupils, including those with special educational needs and/or disabilities (SEND), to remember what they have learned. Staff are well trained to support pupils with SEND to access the full curriculum and be successful learners.

Teachers make sure that children are ready for learning before starting formal phonics teaching. They introduce the routine of the phonics programme and gradually build up children's ability to concentrate for longer periods of time. As a result, children get off to a flying start. Teachers check learning in every lesson.

They give extra help to make sure everyone keeps up. Pupils who have gaps in their knowledge receive help to catch up every day. Pupils practise reading regularly in school before taking the same book home. These books contain the sounds that pupils know. This helps them to enjoy reading with developing confidence and fluency.

Teachers in the Reception classes have created a rich and stimulating curriculum. They are highly ambitious and provide exceptional learning experiences for all children. Teachers quickly establish clear routines and expectations. Children show high levels of concentration, independence and motivation. They thrive in the vibrant learning environments. Staff help children to try out their ideas and practise what they have learned. Children, including those with SEND, are very well prepared for learning in Year 1.

Pupils have positive attitudes to learning throughout the school. In lessons, they are attentive and keen to join in discussions. Disruption to learning is rare. Pupils who have difficulty with self-regulation are well supported. Leaders make sure that staff have the right skills to help pupils manage their behaviour.

Opportunities for pupils' wider development are exceptional. Leaders and governors are determined to make sure pupils develop skills for life. Pupils learn how to be healthy, both physically and mentally. Pupil leaders make a real difference in school. Trained sports leaders from Year 6 organise activities for younger children at lunchtimes, including indoor games when it's raining. These pupils also helped to organise sports at an event with other local schools. Pupils, including those with SEND, write and deliver manifestos before school councillors are elected. These councillors then meet regularly with the headteacher to discuss ideas about the future of the school. Pupils learn about different faiths and cultures and the importance of equality. Books by culturally diverse authors are used to help pupils to learn about and appreciate uniqueness. Musical performances, for parents and members of the local community, are used to build pupils' self-confidence.

Governors provide strong support and challenge to leaders. They are well informed and monitor school improvements closely. Teachers are appreciative of the introduction of more efficient strategies for marking and feedback. Staff, including those who are new to teaching, feel well supported.

Safeguarding

The arrangements for safeguarding are effective.

Staff receive relevant and up-to-date training in keeping pupils safe. They are clear about reporting procedures. Leaders act quickly on any concerns. They work with outside agencies to support pupils and families. Leaders make sure that all adults who come into contact with pupils are suitable to do so.

Pupils are taught how to keep safe online and in the outside world. Age-appropriate lessons on areas such as relationships and giving consent form part of the school's

curriculum. Children in the early years learn to say 'no' straightaway to any behaviour they do not like.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a small number of subjects, leaders have not yet checked how well the curriculum is implemented. They are not clear about where there are gaps in teachers' subject knowledge or expertise. This means that in these subjects, teachers do not receive guidance or training to teach the curriculum as effectively as they might. Leaders should now carry out their plans to check where guidance and training are needed and put these in place to ensure that the curriculum is implemented consistently well in all subjects.

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.

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	107697
Local authority	Kirklees
Inspection number	10241567
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	561
Appropriate authority	The governing body
Chair of governing body	Candy Redfern
Headteacher	Nick Long
Website	www.crossleyfields.com
Date of previous inspection	11 and 12 July 2017, under section 5 of the Education Act 2005

Information about this school

- The headteacher has been appointed since the previous full inspection in July 2017.
- The school is larger than the average-size primary school.

Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher, the senior leadership team and a number of curriculum subject leaders.
- The lead inspector met with members of the governing body.
- The lead inspector had a telephone call with a representative of the local

authority.

- An inspector met with a group of girls and a group of boys.
- The inspectors carried out deep dives in English, mathematics, science, geography and computing. This included meeting with senior leaders, subject leaders and teachers, looking at curriculum plans, visiting lessons, speaking to pupils about their learning as well as scrutinising pupils' work.
- The lead inspector observed pupils in key stages 1 and 2 read to a familiar adult.
- The arrangements for safeguarding were checked. This included checks on the single central record, staff training and safeguarding records. The lead inspector also talked to the designated safeguarding lead.
- The lead inspector discussed the school's records on attendance and behaviour with the headteacher.
- The lead inspector reviewed the school's self-evaluation document and plans for improvement.
- The inspectors talked informally with pupils and considered the responses to the Ofsted pupil survey.
- The inspectors considered responses to Ofsted Parent View, including the free-text responses. The inspectors also considered the responses to the staff survey.

Inspection team

Janet Keefe, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
Louise Greatrex	Ofsted Inspector

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