

Crosland Moor Junior School

Inspection report

Unique Reference Number	107619
Local Authority	Kirklees
Inspection number	309446
Inspection dates	30–31 January 2008
Reporting inspector	Robert Robinson

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 on roll	
School	380
Appropriate authority	The governing body
Chair	Mr Malvern Goodall
Headteacher	Mrs Gledhill (Acting)
Date of previous school inspection	21 February 2005
School address	Dryclough Road Crosland Moor Huddersfield West Yorkshire HD4 5HX
Telephone number	01484 222200
Fax number	01484 222201

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large junior school. A high proportion of pupils are learning English as an additional language. Eligibility for free school meals is above average. The socio- economic circumstances of the area are below average. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has gained the Artsmark, Activemark and Healthy Schools awards. The headteacher took a 12 month leave of absence in June 2007. An acting headteacher and an acting deputy headteacher were appointed from the existing staff for the duration of the headteacher's absence.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

Crosland Moor Juniors provides a satisfactory education for its pupils. The acting headteacher and acting deputy headteacher have implemented several key initiatives designed to raise standards and improve pupils' achievement. They have the full support of the governors and staff. Parents generally praise the work of the school.

Pupils enter the school with well below average attainment. They achieve satisfactorily, but standards, by the end of Year 6 are still well below average. In 2007, there was a dip in mathematics and standards fell to an exceptionally low level. However, initiatives such as revising the curriculum and teaching pupils in similar ability groups in Year 6 have been put in place to improve the situation. These initiatives are beginning to have a positive effect, but it is too early to see significant results. Currently, pupils in Year 6 are performing better than the exceptionally low standards of last year but are at a level well below expectations for their age in English, mathematics and science overall. They are doing better in English owing to improvements in the teaching of writing. Despite recent advances in English and mathematics, standards could be higher still, particularly in mathematics.

The majority of pupils enjoy their time at school which is demonstrated by their consideration of others. They are polite, well mannered and courteous to each other and to adults. They flourish in the caring and supportive atmosphere which supports their good personal development, including spiritual, moral, social and cultural development. Relationships are harmonious between pupils and between pupils and staff. As a result, pupils behave well. The quality of teaching and learning is satisfactory overall but is too inconsistent from class to class. Teachers manage behaviour extremely well in the classroom, which creates a calm working atmosphere throughout the school. Pupils enjoy discussing their work with partners in an atmosphere of collaboration and racial harmony. In the less successful lessons, learning is too slanted towards the average attainers and does not cater fully for high or low achievers. Moreover, question and answer sessions, which in other lessons are brisk and purposeful, let some pupils sit passively for too long.

Recently the pace of change has been rapid. Subject leaders and teachers are increasingly becoming more accountable for pupils' progress. The rigorous checking of teaching and learning has been established. Governors have developed their understanding and skills in monitoring and challenging the success of the school as well as fulfilling their responsibilities in respect of financial management. Despite their positive views, there are no parents on the governing body. This prevents their contribution when evaluating the work of the school and planning its future. The leadership has an accurate grasp of the strengths of the school and what it must do to improve. It is too soon to assess the impact of the many well-founded and necessary initiatives recently put in place to improve the school. Nevertheless, the school is on the right course: its capacity to continue to improve is satisfactory.

What the school should do to improve further

- Improve achievement and standards, particularly in mathematics.
- Ensure the quality of teaching and learning is more consistent and closer to that of the best.
- Include parental representation on the governing body.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are well below average. This is an improvement on the exceptionally low results of 2007. Standards in English have improved since the last inspection. Differences between attainment in reading and writing by the end of Year 6 are now minimal. The strategies put in place by the leadership and management to improve attainment in English have been effective in raising standards in writing. In mathematics and science, standards are generally below those in English. This pattern of English standards and achievement being in advance of mathematics and science is present again this year. The school has put measures in place to tackle the shortcomings in mathematics, which are beginning to have some success.

Personal development and well-being

Grade: 2

Pupils' good personal development is demonstrated by their contribution to school life and the wider community. The school council provides pupils with an opportunity to voice their opinions, which they grasp with enthusiasm. Furthermore, they gain satisfaction from the many fundraising activities they are involved in. These give them a national and international perspective. Spiritual, moral, social and cultural development is good. Moral and social developments are slightly more pronounced owing to the positive lead given by staff throughout the school. Lively attitudes are apparent in pupils' keenness to participate in sporting activities and enthusiasm for understanding about healthy lifestyles. They often behave very well in class, but occasionally some show too little self-control at break-times. This is what makes behaviour good and not outstanding. Attendance is satisfactory, despite the extended leave taken by some families. Basic skills in reading, writing and mathematics, necessary for pupils' secondary education and working life, are adequate, but are not high enough yet.

Quality of provision

Teaching and learning

Grade: 3

Most teaching is at least satisfactory but occasional lessons are unsatisfactory. While most lesson plans are detailed, some are not sufficiently focused on meeting the needs of lower attaining and/or higher attaining pupils. Teachers share with pupils what they are to learn, often with good effect. Discussion is encouraged but occasionally questioning is directed mainly to those who indicate they know the answer. In most lessons the pace of learning is brisk, although learning is disrupted occasionally, such as when pupils with learning difficulties and/or disabilities are withdrawn from the classroom for extra help at inconvenient times for their learning in other subjects. Interactive whiteboards assist teachers to make new learning more understandable as well as consolidating previous work. Teachers manage pupils' behaviour very well. As a result, pupils' attitudes to learning are good, although a few pupils can sit passively and make slow progress if work and questioning is not suited to their level of attainment.

Teaching assistants help pupils on specific aspects of their learning in times spent away from the classroom.

Curriculum and other activities

Grade: 3

The satisfactory curriculum has recently been bolstered by some beneficial links between subjects and interesting styles of learning. This new approach is demonstrated by a recent study of the Second World War. Pupils wrote their own accounts of life at that time following the visit to a museum and a talk from the chair of governors about his experiences. Booklets and models were produced and displayed which showed pupils' deepening understanding and interest in the theme. This kind of provision is at an early stage, which is why the curriculum is satisfactory and not yet good. The provision for children with learning difficulties and/or disabilities is satisfactory but withdrawal from lessons can affect their access to the whole school curriculum. Additionally, not enough attention is given to adapting the curriculum to meet the needs of the more able pupils. A revised approach to interest pupils to write in English lessons and increased opportunities to develop writing skills in other subjects have helped raise standards in writing to be closer to those in reading. The curriculum for mathematics has also been improved in terms of the guidance for teachers, particularly in teaching in Year 6. A wide range of out-of-school activities, visits from artists and residential visits contribute well to pupils' personal development and their enjoyment of school. Sport is a strong feature of the school, which helps pupils keep fit and lays the foundation for later interests and good health.

Care, guidance and support

Grade: 2

Pupils are extremely well cared for and looked after. These are strong features throughout the school and positively assist pupils' personal development. Members of staff know the pupils and their families well. Child protection, health and safety and risk assessment are in place and meet statutory requirements. Parents appreciate the care provided for their children. A typical comment by parents is that, 'We are very impressed with the pastoral care given to our children.' Transition arrangements between both the infants and the local high school are good. There are strong links with outside agencies, which the school can draw upon to support both the child and the family if needed. Many pupils receive clear and helpful guidance about their work and how they can improve, which helps them show responsibility for their own learning. There is not always enough guidance for the most and the least able in how they could achieve higher standards and this prevents this aspect from being better than good.

Leadership and management

Grade: 3

There has been a major restructuring of the leadership and management of the school during this academic year. The recently appointed acting headteacher and acting deputy headteacher have worked with the governors to review and to implement rigorous procedures in all aspects of the school's work. A financial deficit from the previous year has been dealt with sensibly. The management of the school has been extended by the appointment of an assistant headteacher and revised job descriptions for year group leaders and subject/aspect facilitators, all of whom have specific responsibilities with strong accountability linked to raising standards. Governors have also begun to work alongside staff to gain a better understanding of the school.

The school has a wealth of information about pupils' standards and progress. This information is increasingly being used to direct learning for individuals and groups of pupils. Governors provide a high level of support for the leadership. However, more needs to be done to involve parents in the governance of the school as at present there is no parental representation on the governing body. This does not allow governance to reflect the aspiration of its community or involve parents in plans for school development.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	3
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you for welcoming the team of inspectors to your school and being so polite and friendly. We enjoyed our visit and we want to share with you what we thought about your school. Your school provides you with a satisfactory education. You make satisfactory progress in your learning but standards by the end of Year 6 are well below average, particularly in mathematics. We want you to make better progress so you reach higher standards, particularly in mathematics. To do this the quality of teaching has to be more consistent and closer to best teaching we saw during our visit.

We realise that most of you enjoy school and you appreciate the teaching and help you receive. We know that you are proud of your school and all get on well together. We were impressed by your behaviour in lessons when working with staff, although a few of you need to be better behaved when not directly supervised. You have a good understanding of how to keep healthy. We were pleased that you feel safe in school and you have someone to talk with if you have any concerns. Most of you attend regularly but taking lengthy holidays in term time does adversely affect your learning.

The acting headteacher and acting deputy headteacher know how to improve your school and they are helped well by other staff and governors. The governors are now taking an active role in the leadership of your school. However, none of your parents are on the governing body. We have asked the school to encourage some of your parents to become governors so parents can be more involved in planning the future direction of the school.

We appreciated talking to you about your work and watching you learn. We wish you well for the future.