

# Crow Lane Junior Infant and Nursery School

## Inspection report

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|--------------------------------|----------------|
| <b>Unique Reference Number</b> | 107623         |
| <b>Local Authority</b>         | Kirklees       |
| <b>Inspection number</b>       | 336923         |
| <b>Inspection dates</b>        | 19–20 May 2010 |
| <b>Reporting inspector</b>     | Steven Hill    |

This inspection of the school was carried out under section 5 of the Education Act 2005.

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|--|---|
| <b>Type of school</b>                      | Primary   |
| <b>School category</b>                     | Community   |
| <b>Age range of pupils</b>                 | 3–11  |
| <b>Gender of pupils</b>                    | Mixed   |
| <b>Number of pupils on the school roll</b> | 256   |
| <b>Appropriate authority</b>               | The governing body                                  |
| <b>Chair</b>                               | Mr J Cuss   |
| <b>Headteacher</b>                         | Mrs Wendy Wallace                                   |
| <b>Date of previous school inspection</b>  | 9 May 2007  |
| <b>School address</b>                      | Crow Lane<br>Milnsbridge<br>Huddersfield<br>HD3 4QT |
| <b>Telephone number</b>                    | 01484 222224  |
| <b>Fax number</b>                          | 01484 222162  |
| <b>Email address</b>                       | office.crowlane@kirklees-schools.org.uk             |

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Manchester M2 7LA

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## Introduction

This inspection was carried out by three additional inspectors. They observed 16 lessons taught by 10 different teachers. Meetings were held with staff, governors and groups of pupils, as well as a representative of the local authority. Inspectors observed the school's work and looked at a range of documentation, particularly pupils' books, information about their progress and procedures for keeping them safe. Questionnaires were analysed from staff, older pupils and from 59 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- whether the progress of pupils has improved at Key Stage 2, particularly in writing
- whether behaviour is good enough and to what extent the behaviour of pupils with specific difficulties impinges on their classmates' learning
- how effectively leaders have worked to improve pupils' progress in English and mathematics.

## Information about the school

Crow Lane is slightly above the average size for a primary school. It is located in a village on the edge of Huddersfield and draws pupils from the village and other parts of the town. The large majority of pupils are of White British background, but about one quarter come from a wide range of other ethnic heritages. An above average percentage of pupils are known to be eligible for free school meals. The proportion of pupils with special educational needs and/or disabilities is above average, as is the proportion who have a statement of special educational needs. These include a number of pupils who have significant behavioural and emotional difficulties. The school has recently gained Healthy Schools status. It provides for children of Nursery age on a part-time basis and for those of Reception age full time. Both groups of children share a large Early Years Foundation Stage Unit. The school is host to a privately run breakfast and after-school club, which is inspected separately. A new headteacher started in January 2008.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

Crow Lane is a thriving and harmonious community where pupils from a range of different backgrounds work and play together well. Pupils' spiritual, moral, social and cultural development is good. They enjoy school, like and respect their teachers and value their friendships with each other. An increasingly lively and wide-ranging curriculum boosts their enjoyment of lessons. The good provision for pastoral care ensures that pupils are given a clear understanding of moral issues and respect each other's ideas and values. Pupils are very caring of each other and intervene quickly and sympathetically if they see others are upset. Good safeguarding procedures keep pupils safe and they are confident in approaching adults if they are worried.

For some time pupils' progress had lagged behind what it should have been and results in national assessments had been somewhat below average. Major improvements to teaching and assessment in the last year have enabled pupils to make up a lot of lost ground. Better systems to track pupils' progress have helped teachers to identify those who are not doing well enough and to provide them with extra help. The results of assessments have also helped teachers to prepare work that is better matched to pupils' different needs, although there remain inconsistencies in how well this is done. Nonetheless, standards and progress have improved this year and progress is now satisfactory, although still too variable between classes and subjects. Teaching and learning are satisfactory, overall, but the increasing proportion of good lessons is offset by a few that have inadequate features. Teachers often use a good range of strategies to involve pupils actively in lessons, including practical work and discussion of their ideas in pairs. However, in some lessons such opportunities are missed, so that pupils lose concentration.

At times adults have to devote a lot of time to ensure that pupils who have behavioural problems do not stop others from learning. They usually do this well so behaviour is generally good in class. However, very occasionally pupils do not behave well enough as teachers do not manage their behaviour adequately, which means behaviour is only satisfactory overall.

Children get off to a satisfactory start in the Early Years Foundation Stage. They are looked after well and are happy and settled in the unit. When they work in groups with adults they make good progress. However, the activities they are able to choose for themselves are not always linked to the current classroom themes and adults miss opportunities to enhance their learning when they play.

The headteacher has led staff very well in making improvements this year. In particular, clear feedback to colleagues and the better assessment systems have raised

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expectations and improved teaching and learning, although some inconsistencies remain. Improved monitoring and greater involvement of subject leaders in driving improvement are giving the school a clearer view of its strengths and weaknesses and the latter are being tackled with increasing efficiency. Although the impact of all the changes is not yet apparent, the school is satisfactorily placed to improve further.

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

- Improve the quality of teaching to increase the rate of pupils' progress by:
  - making better use of assessment information to ensure that tasks are always matched closely to pupils' different needs
  - more consistently using teaching strategies that involve all pupils actively in their learning
  - ensuring that behaviour is managed consistently in all classes.
- Improve the provision in the Early Years Foundation Stage by:
  - ensuring that adults intervene more frequently and effectively to enhance children's learning during their play
  - linking the free-choice activities more closely to the current themes and topics which are being studied.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

**Outcomes for individuals and groups of pupils****3**

Standards are improving because of better progress, although this is still inconsistent between classes. Some pupils have caught up a lot this year on previously weak progress, notably in the Year 6 class, so that standards at the end of Year 6 are now broadly average. They have made great strides in their writing and mathematics skills. This was illustrated in a good lesson when they concentrated well and worked hard to make good progress in their understanding of square numbers. However, sometimes progress is only satisfactory, as was seen in a lesson in Key Stage 1 when, despite the teacher's clear explanations, some pupils struggled because the task was too complex for them. Pupils who have special educational needs and/or disabilities make the same satisfactory progress as their classmates because they get extra help from adults and, in the best lessons, have work that is carefully tailored to their particular needs.

Pupils are kind to each other and have good relationships. They report that behaviour has improved, but Year 6 pupils maturely acknowledged that they sometimes fail to live up to the high standards they are starting to set for themselves. On occasions, pupils' lively and energetic play is too boisterous and this can worry younger children, in particular. As a result, a small minority expressed worries about their safety in school. Pupils take a delight in new experiences and greatly appreciate the many chances they

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have to learn about other cultures, particularly in the arts. They enjoy the many opportunities for exercise and eat increasingly healthily. They contribute well to the community, taking on responsibilities willingly and taking a pride in their work to help their schoolmates. They make their voice heard effectively through class and school councils and are confident their views are valued. Many pupils develop good levels of independence and show good collaborative skills. Attendance is average. However, their average basic skills mean pupils are satisfactorily prepared for the future.

*These are the grades for pupils' outcomes*

|   |          |
|---|----------|
| <b>Pupils' achievement and the extent to which they enjoy their learning</b>  | <b>3</b> |
| Taking into account:<br>Pupils' attainment <sup>1</sup>   | 3        |
| The quality of pupils' learning and their progress  | 3        |
| The quality of learning for pupils with special educational needs and/or disabilities and their progress                      | 3        |
| <b>The extent to which pupils feel safe</b>   | <b>3</b> |
| <b>Pupils' behaviour</b>  | <b>3</b> |
| <b>The extent to which pupils adopt healthy lifestyles</b>  | <b>2</b> |
| <b>The extent to which pupils contribute to the school and wider community</b>  | <b>2</b> |
| <b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b> | <b>3</b> |
| Taking into account:<br>Pupils' attendance <sup>1</sup>   | 3        |
| <b>The extent of pupils' spiritual, moral, social and cultural development</b>  | <b>2</b> |

**How effective is the provision?**

Teaching and learning are improving, but some inconsistencies remain as teachers are not all making good use of assessment information to ensure that work is matched to pupils' needs and not all are involving pupils fully in lessons. For example, teachers often ask pupils to discuss their thinking in pairs or to work out answers on small whiteboards. This helps maintain their concentration and results in good behaviour. However, when pupils sit passively for too long some of them lose concentration and then their behaviour is just satisfactory. Relationships are good in class and routines well

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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established. Lessons generally go at a good pace and teachers increasingly use the interactive whiteboards to illustrate and clarify their explanations. Pupils' work is marked thoroughly and they are given clear pointers to help them improve in the future.

The curriculum is matched increasingly well to pupils' individual needs. This year work is being made more interesting and relevant by linking learning in different subjects. This is going well and the impact is clear in pupils' enjoyment, although there has not been time for it to make a full impact on raising standards. The major strength in the curriculum is the excellent enrichment from a wide range of clubs, visits out and visitors to school. The Artis project, in particular, is hugely successful in generating enthusiasm and learning in dance, music, art and drama.

Parents, carers and pupils alike appreciate the good level of care provided. Pupils are successfully encouraged to adopt healthy lifestyles, illustrated by the award of Healthy Schools status. Pupils who have particular difficulties, or those whose current circumstances make them vulnerable, get well-tailored support to help them to be fully involved in the life of the school. The expertise of a range of outside agencies is used very effectively to provide the help that is needed. In particular, pupils who struggle with their behaviour are supported closely so that they make satisfactory progress themselves and their impact on their classmates' learning is minimal. Good provision for personal, social and emotional development is seen in pupils' positive attitudes to each other and to learning.

*These are the grades for the quality of provision*

|  |          |
|--|----------|
| <b>The quality of teaching</b><br>Taking into account:<br>The use of assessment to support learning            | <b>3</b> |
|  | 3        |
| <b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b> | <b>2</b> |
| <b>The effectiveness of care, guidance and support</b>   | <b>2</b> |

## How effective are leadership and management?

The school's leaders are becoming an increasingly effective team under the clear guidance of the headteacher. Improvements are being introduced in many areas, but many are not yet fully embedded. Subject leaders have greatly extended their role and better systems have been put in place so they can monitor provision and outcomes in their subjects and so help their colleagues to improve practice. Teaching and learning have been greatly improved, and hence progress, particularly through the better use of assessment. The governing body has clear systems to learn about and be involved in the school and its development, and is contributing well to improvements through a balance of challenge and support.

The school has improved systems for communicating with parents and carers, and the learning mentor is playing a big part in getting families more involved in school.

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However, there are still some families whose involvement is minimal. Equal opportunities are promoted satisfactorily. The school is very inclusive and pupils make similarly satisfactory progress, overall, whatever their background or ability. All pupils are able to take a full part in the life of the school. However, in individual lessons the higher attainers are not always challenged sufficiently and the lower attaining pupils sometimes get work that is too hard. Links with a range of partners make a good contribution to the range and excitement of the curriculum and a wide range of different agencies contribute effectively to pupils' well-being.

Safeguarding is good. All requirements are met and the school is proactive in identifying and addressing possible concerns. Good systems are in place to consult pupils, and parents and carers, and to use their views to inform safeguarding decisions. Community cohesion is promoted well. Pupils have a good understanding of different communities beyond the local area and are well involved in local events. The school itself is a cohesive community where boys and girls from a range of backgrounds get on well together.

*These are the grades for leadership and management*

|   |          |
|---|----------|
| <b>The effectiveness of leadership and management in embedding ambition and driving improvement</b><br>Taking into account:<br>The leadership and management of teaching and learning | <b>3</b> |
|   | 2        |
| <b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>                  | <b>2</b> |
| <b>The effectiveness of the school's engagement with parents and carers</b>   | <b>3</b> |
| <b>The effectiveness of partnerships in promoting learning and well-being</b>   | <b>2</b> |
| <b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>  | <b>3</b> |
| <b>The effectiveness of safeguarding procedures</b>   | <b>2</b> |
| <b>The effectiveness with which the school promotes community cohesion</b>  | <b>2</b> |
| <b>The effectiveness with which the school deploys resources to achieve value for money</b>   | <b>3</b> |

## Early Years Foundation Stage

Children make satisfactory progress from starting points which vary considerably, but which are, overall, below those expected. Attainment varies, but at the end of Reception is still below expectations for some children, particularly in writing and their knowledge and understanding of the world. Teaching and learning are satisfactory. A good range of activities is provided indoors and out, but not enough meaningful connections are made between those which children chose for themselves and those which are directed by



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adults. As a result, progress is weaker when children are involved in 'free play' and this is compounded because adults often miss chances to intervene in children's play to challenge them, enrich their understanding or develop their vocabulary. Learning is much more purposeful when children work in small groups with an adult; progress then is often good. Leadership and management are satisfactory. Regular assessments are made of children's progress, but these are not used consistently enough to plan the next activities to take their learning forward. Welfare arrangements are good, so children feel secure and happy in the setting, have good relationships with the adults and enjoy learning. This is enhanced by good relationships that are established with parents and carers.

*These are the grades for the Early Years Foundation Stage*

|  |          |
|--|----------|
| <b>Overall effectiveness of the Early Years Foundation Stage</b>                   | <b>3</b> |
| Taking into account:   |          |
| Outcomes for children in the Early Years Foundation Stage                          | 3        |
| The quality of provision in the Early Years Foundation Stage                       | 3        |
| The effectiveness of leadership and management of the Early Years Foundation Stage | 3        |

**Views of parents and carers**

Most parents and carers are positive about the school and what it provides for their children. They particularly appreciate that their children are safe, enjoy school and are encouraged to lead healthy lives. The majority view was represented by one who wrote, 'I have seen a lot of improvement in school and the children have changed their attitude to learning.' A few parents and carers have concerns about their children's progress, how their particular needs are met and how well unacceptable behaviour is dealt with. The inspection evidence shows that progress has been erratic, but that it has improved. Although teachers work hard to meet individual needs, occasionally work is not matched closely enough to the abilities of all the class. Evidence shows that behaviour is satisfactory and staff generally deal with lapses well, but that poor behaviour does very occasionally slow progress in lessons.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Crow Lane Junior Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 59 completed questionnaires by the end of the on-site inspection. In total, there are 256 pupils registered at the school.

| Statements  | Strongly Agree |    | Agree |    | Disagree |    | Strongly disagree |   |
|---|----------------|----|-------|----|----------|----|-------------------|---|
|   | Total          | %  | Total | %  | Total    | %  | Total             | % |
| My child enjoys school  | 30             | 51 | 26    | 44 | 2        | 3  | 0                 | 0 |
| The school keeps my child safe  | 33             | 56 | 26    | 44 | 0        | 0  | 0                 | 0 |
| The school informs me about my child's progress   | 30             | 51 | 26    | 44 | 2        | 3  | 1                 | 2 |
| My child is making enough progress at this school   | 26             | 44 | 25    | 42 | 4        | 7  | 3                 | 5 |
| The teaching is good at this school   | 28             | 47 | 29    | 49 | 2        | 3  | 0                 | 0 |
| The school helps me to support my child's learning  | 28             | 47 | 27    | 46 | 4        | 7  | 0                 | 0 |
| The school helps my child to have a healthy lifestyle   | 28             | 47 | 29    | 49 | 1        | 2  | 0                 | 0 |
| The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment) | 23             | 39 | 32    | 54 | 1        | 2  | 0                 | 0 |
| The school meets my child's particular needs  | 28             | 47 | 23    | 39 | 6        | 10 | 0                 | 0 |
| The school deals effectively with unacceptable behaviour  | 27             | 46 | 22    | 37 | 7        | 12 | 3                 | 5 |
| The school takes account of my suggestions and concerns   | 23             | 39 | 30    | 51 | 4        | 7  | 0                 | 0 |
| The school is led and managed effectively   | 31             | 53 | 22    | 37 | 5        | 8  | 0                 | 0 |
| Overall, I am happy with my child's experience at this school   | 34             | 58 | 18    | 31 | 5        | 8  | 0                 | 0 |

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

| Grade   | Judgement    | Description  |
|---------|--------------|--|
| Grade 1 | Outstanding  | These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.  |
| Grade 2 | Good         | These are very positive features of a school. A school that is good is serving its pupils well.  |
| Grade 3 | Satisfactory | These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.  |
| Grade 4 | Inadequate   | These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves. |

### Overall effectiveness of schools

|                      | Overall effectiveness judgement (percentage of schools) |      |              |            |
|----------------------|---|------|--------------|------------|
| Type of school       | Outstanding   | Good | Satisfactory | Inadequate |
| Nursery schools      | 51  | 45   | 0            | 4          |
| Primary schools      | 6   | 41   | 42           | 10         |
| Secondary schools    | 8   | 34   | 44           | 14         |
| Sixth forms          | 10  | 37   | 50           | 3          |
| Special schools      | 32  | 38   | 25           | 5          |
| Pupil referral units | 12  | 43   | 31           | 14         |
| All schools          | 9   | 40   | 40           | 10         |

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

|                            |  |
|----------------------------|--|
| Achievement:               | the progress and success of a pupil in their learning, development or training.  |
| Attainment:                | the standard of the pupils' work shown by test and examination results and in lessons.   |
| Capacity to improve:       | the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.   |
| Leadership and management: | the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.   |
| Learning:                  | how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.   |
| Overall effectiveness:     | <p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul> |
| Progress:                  | the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.  |

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 May 2010

Dear Pupils

Inspection of Crow Lane Junior Infant and Nursery School, Huddersfield, HD3 4QT

Thank you for your help and your warm welcome when we inspected your school. We enjoyed talking to you and we were pleased to find that you are friendly, polite and get on well with each other and with your teachers. You are kind to other children when they are upset and do jobs around the school very responsibly.

Your school is satisfactory. Your progress is improving and you are reaching standards that are similar to pupils in other primary schools. The improvement is because your teachers are better at keeping track of how well you are doing, so they can help you to learn more. We have asked that they concentrate now on helping you to do even better, by making sure that the work you get is just right for you and that you have more chances to be actively involved in lessons.

The children in the Nursery and Reception classes enjoy school and they make good progress when they work on activities with the adults. We have asked the adults to help them make more progress when they chose activities for themselves.

Most of you behave well, but sometimes a few of you can be silly in class and this occasionally slows down your progress. You are very keen on exercise, but some of you get carried away when you are playing outdoors and we would like you to be more careful when you are playing.

The adults are keen to make the school better and you can help by working hard and making sure that everyone behaves sensibly, both in class and outside.

Yours sincerely

Mr Steven Hill

Lead inspector

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