

# Cross Lane Primary and Nursery School

## Inspection report

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<b>Unique Reference Number</b>	107533
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	377592
<b>Inspection dates</b>	8–9 December 2011
<b>Reporting inspector</b>	David Byrne

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>	312
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Nuttall
<b>Headteacher</b>	Ian Pilkington
<b>Date of previous school inspection</b>	16 March 2009
<b>School address</b>	Cross Lane Elland HX5 0LP
<b>Telephone number</b>	01422 372614
<b>Fax number</b>	01422 373847
<b>Email address</b>	admin@crosslane.calderdale.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. Sixteen lessons were observed, taught by 12 teachers. Meetings were held with parents and carers, pupils, members of the governing body, staff and the local authority improvement adviser. A range of documentation was evaluated including that relating to safeguarding, the school development plan, samples of pupils' work and data on the assessment and tracking of pupils' progress. The questionnaires received from 72 parents and carers were evaluated, as were those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- It evaluated whether the quality of teaching and use of assessment is effective enough to raise achievement.
- It investigated the rate of pupils' progress to establish if it is good enough and whether the more able pupils do as well as they can, particularly in mathematics.
- It explored the effectiveness of strategies for improving the quality of pupils' writing and raising pupils' attainment in mathematics at lower Key Stage 2.
- It evaluated the effectiveness of leaders at all levels, including the governing body, in contributing to school improvement.

## Information about the school

This is a larger than the average sized primary school. The great majority of pupils are of White British heritage; only a few are from minority ethnic backgrounds and few speak English as an additional language. The proportion known to be eligible for free school meals is broadly average. The percentage of pupils with special educational needs and/or disabilities is broadly average. The school has gained status as a Healthy School, achieved Investors in People and qualified for the Activemark in acknowledgement of its contribution to pupils' physical development.

Since the previous inspection, there have been significant changes to staffing with some senior staff leaving to take promotion.

**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?**

**4**

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

**3**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires significant improvement, because it is performing less well than in all circumstances it could be reasonably be expected to perform. The school is therefore, given a notice to improve. Significant improvement is required in relation to ensuring that pupils make more rapid progress in Key Stage 2 in order to raise attainment and increase their achievement, as well as improving pupils' attendance overall.

Although attainment by the end of Year 6 is in line with the national average, pupils make inadequate progress overall and their progress is uneven across the school. Pupils with special educational needs and/or disabilities make satisfactory progress. Progress at Key Stage 2 is much weaker than the good progress made in the Early Years Foundation Stage and Key Stage 1. Given pupils' starting points in Year 1, this represents inadequate achievement. Inspection findings show that pupils have the capacity for higher attainment. Whilst the quality of teaching is improving, and is now satisfactory, it is not yet good enough to overcome the legacy of underachievement, in particular in lower Key Stage 2. Teachers' weak use of assessment contributes to some lessons not fully challenging all groups of pupils, particularly the more able in mathematics. Too few pupils at Year 6 reach the higher levels for their age in mathematics, and their progress in writing, although accelerating in some year groups, is too slow. The contribution pupils make to lessons is often quite limited, mainly because they have too few opportunities to learn independently and take the initiative. The scrutiny of pupils' books shows that the amount of work completed in some lessons is too little. The quality of teachers' marking varies considerably and often does not offer sufficient guidance for improvement. Attendance is low and plays a significant part in the underachievement of some pupils. Consequently, the development of basic skills needed for pupils' future learning and economic well-being is inadequate.

A warm and welcoming atmosphere prevails in the school and pupils are safe. Caring staff promote good personal development amongst pupils. Behaviour is good and pupils understand the choices needed to live safe and healthy lives. The majority of parents and carers praise the school, but a significant percentage who returned their questionnaires have reservations about some aspects of the school's provision.

In recent years, responsibility for leading and managing the school has rested very much with one or two staff, because of a reduction in the number of senior leaders. This has diminished the ability of the school to effectively monitor the quality of provision and set sharp targets for school improvement. The recently reconstituted governing body recognises this and has taken swift action to appoint a senior leader to work alongside the headteacher in order to raise achievement. Improvement since the previous inspection has been uneven, with the school moving forward in some areas, for example, the Early Years Foundation Stage, while attainment and progress in Key Stage 2 has not been good enough. Improvement is underway in the quality of teaching and in teachers' use of assessment, and the impact of the revised curriculum on learning is starting to take effect. These developments coupled with the governing body's realistic and accurate view of the school and the clear vision of the headteacher, provide a secure platform for development. Taking all factors into account, the school demonstrates a satisfactory capacity for further improvement.

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

- Improve the quality of teaching so that the good start in the Early Years Foundation Stage and in Key Stage 1 is successfully built on throughout Key Stage 2 by:
  - ensuring that the use of assessment and marking is effectively undertaken to monitor pupils' learning both in lessons and over time
  - providing constant feedback to all pupils about how well they are doing and the next steps in their learning
  - widening opportunities for pupils to participate in lessons by improving their skills of working independently and exploring their own ideas
  - increasing the volume of pupils' recorded work so that it more closely reflects their range of learning.
- Raise pupils' achievement in mathematics by:
  - improving the consistency of good and better teaching of mathematics, in all years, especially in lower Key Stage 2, by improving pupils' understanding of calculation and the use of mathematical vocabulary
  - sharpening the quality of planning so that learning activities meet the needs of all pupils, but particularly of the more able.
- Increase the progress pupils make in writing by:
  - promoting more opportunities for pupils to record their writing and apply their skills independently
  - focusing closely on enabling pupils to write imaginatively and to more regularly create extended pieces of work.
- Ensure that all leaders and managers across the school drive improvement vigorously by:
  - using information about the achievement of different groups of pupils sooner, and more rigorously, to pinpoint and address underachievement
  - focusing the monitoring of teaching on the impact that it has on all pupils' learning and progress.

- Raise attendance to the national average by working closely with families and outside agencies to reduce the number of holidays taken during term-time.

## Outcomes for individuals and groups of pupils

4
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Although most pupils show enthusiasm for school, a lack of challenge for some pupils, particularly in mathematics in lower Key Stage 2, and for learning independently, mean that pupils are not always fully engaged in lessons. In the better lessons, positive attitudes predominate, for example, during an upper Key Stage 2 mathematics lesson, lower attaining pupils worked very well together to solve the challenges of finding the perimeter of a variety of shapes. Pupils are capable of producing some excellent work, as seen in their high quality research topics about the Celts and Romans. This quality is not consistently evident in class work because the volume of recorded work in pupils' books is low, hampering the pupils' development in writing and not reflecting the range of learning occurring across the school.

When they enter the school in the nursery, children's attainment is below that typically expected for their age. After making a good start in the Early Years Foundation Stage, pupils' progress in Key Stage 1, which has been satisfactory in recent years, has improved and is currently good. In Key Stage 2, progress slows and is inadequate. It is particularly slow in lower Key Stage 2 and despite an improvement in the upper years, the rate is insufficient to raise pupils' attainment to the expected level by Year 6. There are signs of improvement in writing, although opportunities for pupils to write imaginatively and to compose extended pieces of work are limited and hold back pupils' development. In mathematics, progress is slower than it should be. Across Key Stage 2, the more able pupils are underachieving. In lower Key Stage 2, pupils' understanding of calculation strategies and the ability of many in using mathematical language is below expectations for their age. The support for pupils with special educational needs and/or disabilities meets their needs and they make satisfactory progress in their learning.

Pupils enjoy school life, behave well and willingly participate in its development as class councillors and playground leaders. Most report that behaviour is good and that they feel safe and well cared for. A small minority say that there are some pupils who display unfriendly behaviour but are confident that they are dealt with by adults. The school's Activemark award denotes how well children keep fit and healthy and many enjoy healthy school dinners. Pupils' spiritual, moral, social and cultural development is good. There is a good degree of respect for other beliefs and this is celebrated at times such as Hanukkah, Eid and Ramadan, as well as Chinese New Year and Christian festivals. Most pupils attend school regularly but a higher than average proportion of families take holidays during term time and miss crucial aspects of their education.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
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>2</b>
<b>Pupils' behaviour</b>	<b>2</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>3</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

**How effective is the provision?**

Teaching is currently satisfactory, as a result of initiatives to improve its quality. Good relationships between teachers and pupils create a good atmosphere for learning. Variations in the way in which teachers plan and provide for pupils however, reduce the impact of teaching on the quality of pupils' learning. Expectations are at times too low, assessment is not used consistently to match work to pupils' prior learning and pupils are expected to listen for too long rather than getting down to work. At times, pupils are expected to spend too much time completing worksheets, which reduces their independence and sets low expectations for their achievement. In the best lessons, pupils are encouraged to develop and extend their existing ideas by finding out for themselves by using information and communication technology (ICT) to extend learning opportunities. Teaching assistants are proactive in supporting pupils with special educational needs and/or disabilities and contribute positively to their inclusion in all aspects of school life.

The curriculum is in the process of being revised. Themes, such as the Victorians, open up opportunities, not yet fully exploited, for pupils to apply skills of reading, writing and ICT to different subject areas. While the developments are not yet complete, pupils' views about what they wish to learn are sought and this is having a positive impact on their enjoyment. Pupils benefit from a good selection of visits, visitors, clubs and additional activities. They are engaged in many aspects of environmental and sustainable education, using the school's woodland and developing garden areas as a learning resource. Good adaptations are made to the curriculum to meet the needs of pupils with special educational needs and/or disabilities, but there is too little challenge in the curriculum offered to more-able pupils.

The school has good quality pastoral care for all pupils. Staff have a detailed knowledge of each individual pupil and a very careful watch is kept over those who may be potentially vulnerable due to their circumstances. School leaders make good use of outside agencies, as well as the skills of school staff, to provide help to

<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

individuals with particular emotional and social needs, as well as to those who have a statement of special educational needs. School leaders are proactive and effective in ensuring that the different groups represented in the school feel involved and that their views are represented. Attendance is carefully monitored and patterns of absence are identified. When individuals do not attend, school staff make contact with families to check on the reason why. School leaders have worked diligently with families to successfully improve attendance throughout the year. Despite great efforts to discourage families from taking holidays during the summer term, a higher than average proportion continues to do so. Partnership working is effective in supporting the transition of learners at all stages, whether it is working with parents and carers when joining the Early Years Foundation Stage or moving on to secondary school at the end of Year 6.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The quality of leadership and management is satisfactory and has improved after a period when it did not do enough to raise pupils' achievement. The departure of some senior staff in recent years hampered the headteacher's ability to realise a clear vision and good quality of communication with staff. Recent changes to this situation and the effectiveness of monitoring and its contribution to devising and implementing new strategies are contributing to improvement. Teachers are now more accountable for pupils' progress, which is having a positive effect on pupils' learning. There is a common agreement between staff that attainment throughout the school needs to rise and most staff are dedicated to bringing this about. Consequently, the drive for improvement is increasingly being shared amongst staff and there is a trend of improvement in some key areas, despite remaining weaknesses. Governance is satisfactory. The governing body has undergone recent changes and is very supportive. Challenging questions are being asked of school leaders and higher targets for academic improvement are established. Staff take considerable care to ensure that no pupil is discriminated against but the inadequate achievement for more-able pupils, particularly in mathematics, means that the promotion of equal opportunities is inadequate.

Safeguarding is satisfactory. The school is safe and pupils are secure but some important administrative procedures for recording information in documents lack sufficient detail. Engagement with parents and carers is satisfactory. Most feel that there is good communication with them but some also say that efforts to consult regularly with them are infrequent. School leaders are keen to contribute to the promotion of community cohesion and do this well in terms of the school's locality, but are less effective further afield. Although there is a good budget surplus, the pupils' inadequate achievement and outcomes do not represent appropriate value for money.



*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<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>3</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>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>3</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

## Early Years Foundation Stage

Children's skills and development on entry to Nursery are usually lower than expected for their age, with a weakness for many in their communication and social skills. Teaching is good and adults are deployed well to support children's learning and development. Children enjoy a wide range of well-planned activities, based on a careful and detailed evaluation of their learning needs. As a result, they make good progress towards the targets for their age, particularly in their personal development. By the time they complete the Early Years Foundation Stage, a higher proportion of children than average, reach or exceed the levels expected for their age in all areas of learning.

While activities generally have a clear purpose, some staff are better able to utilise the learning opportunities they provide than others. Adults model language well, encouraging children to extend their speaking skills and acquire a secure understanding of sounds and letters. This prepares children well for reading and writing when they move on to Year 1. Children's welfare is promoted well with each adult taking responsibility for their well-being. Encouraged by the good relationships they have with staff, children work and play well together and show concern when someone is upset. Through careful observation and record keeping adults keep a close check on the progress children are making, using the information constructively to inform their planning.

The Early Years Foundation Stage leader has set a clear direction for development, which is shared by all members of staff. Productive links with parents and carers promote positive working relationship between school and home.

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

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	2
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Just under a quarter of parents and carers returned their questionnaires; this is below the average returned for primary schools. The vast majority of parents and carers express the view that their children enjoy school and agree that they are kept safe and are encouraged to live safely and healthily. Most parents and carers value the school and all that it does for their children. A minority, larger than is typically found, expressed some reservations about the school. These related to the effectiveness of support offered to their children, the quality of teaching, the effectiveness in the way in which the school is led and managed and the success with which the school manages pupils' behaviour. There is also concern amongst some parents and carers about what is perceived as a lack of attention given by school leaders to taking account of their suggestions and concerns.

Inspection findings agree that the school promotes pupils' personal development well but that academic progress is inadequate. Behaviour is generally well managed and is judged to be good overall. School leaders are willing to listen and to take account of the views of parents and carers, but have not yet refined school systems for doing so. A few other negative comments were reported and all issues raised were investigated and the findings are set out in the report.

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

Ofsted invited all the registered parents and carers of pupils registered at Cross Lane Primary 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 72 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	41	57	28	39	1	1	2	3
The school keeps my child safe	44	61	24	33	2	3	0	0
The school informs me about my child's progress	29	40	31	43	6	8	4	6
My child is making enough progress at this school	32	44	32	44	4	6	4	6
The teaching is good at this school	31	43	32	44	9	13	0	0
The school helps me to support my child's learning	33	46	24	33	13	18	2	3
The school helps my child to have a healthy lifestyle	28	39	39	54	4	6	1	1
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)	29	40	33	46	5	7	1	1
The school meets my child's particular needs	27	38	35	49	7	10	2	3
The school deals effectively with unacceptable behaviour	29	40	29	40	9	13	3	4
The school takes account of my suggestions and concerns	20	28	34	47	6	8	5	7
The school is led and managed effectively	28	39	29	40	8	11	6	8
Overall, I am happy with my child's experience at this school	38	53	25	35	7	10	2	3

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 all 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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## 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 pupils' 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.**



12 December 2011

Dear Pupils

### **Inspection of Cross Lane Primary and Nursery School, Elland, HX5 0LP**

Thank you for welcoming the inspection team to your school recently. Your school cares for you well. It enables you to develop a good understanding of how to live safe and healthy lives and to reach a good level of spiritual, moral, social and cultural development. Your behaviour is good and helps you to be settled in school.

After a good start to school in the Early Years Foundation Stage and Key Stage 1, the good progress you make is not maintained in Key Stage 2. Your good personal development is not harnessed effectively and there is scope for you to do better academically. This is most noticeable in mathematics in lower Key Stage 2 because those of you, who find work easy, are not being given work to extend your existing skills. In writing, progress is getting better but is not yet as rapid as it could be; an important reason for this is that there are not enough opportunities for you to write on your own and to create extended pieces of text. Because you could do better the inspection team has judged that the school needs a notice to improve. This means that there is a need to improve aspects of teaching in order to raise your attainment in mathematics and writing, and other inspectors will visit in due course to make sure this is happening.

The headteacher knows exactly what the school needs to do, and adults are increasingly checking on your progress so that any of you falling behind are helped to improve. Attendance is currently below the national average because too many pupils take holidays during school time. School leaders have been asked to reduce this unnecessary absence because it is not helping your learning. You can help with this by all trying to attend school regularly.

I am sure that you will all work with the school to improve what it does so that your learning benefits from the changes.

Yours sincerely

David Byrne  
Lead inspector

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