

# Cross Lane Primary and Nursery School

Cross Lane, Elland, West Yorkshire, HX5 0LP

## Inspection dates

20–21 March 2013

Overall effectiveness	Previous inspection:	Inadequate	4
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- There are still differences in the progress made by the pupils between subjects. The pupils do not make as much progress in mathematics as in English and boys' progress in writing is less than that of girls.
- The best practice in teaching evident during the inspection is not used consistently throughout lessons. In particular, there are variations in the extent to which the teachers use information about the pupils' progress to devise appropriate learning activities, in the quality of marking, and in the involvement of teaching assistants in lessons.
- The school's improvement plans, although related directly to the things that need improving, lack the numerical targets needed to enable exacting evaluation of progress by leaders and the governing body.
- Not all leaders and managers at the school have yet been enabled to make the maximum contribution possible to improving the quality of teaching.
- Work to enable support staff to make the best possible contribution to the pupils' learning is at an early stage of implementation.

### The school has the following strengths

- The teachers create a positive climate for learning in lessons. The pupils say that lessons have improved, and are usually interesting. The inspectors saw how generally pupils respond well, concentrate and get on with their work. As a result they have positive attitudes to learning.
- The pupils feel safe and happy at the school because they are cared for well. They behave well and pupils from different backgrounds mix well together.
- Leaders and managers have focussed unequivocally on improving the quality of teaching and the pupils' progress. As a result both have improved since the last inspection.

## Information about this inspection

- The inspectors observed 17 lessons taught by 12 teachers, small-group sessions taken by other members of staff, assemblies, listened to pupils reading, and looked at a sample of the pupils' work.
- The inspectors held meetings with leaders and managers, with representatives of the governing body, and spoke with a representative of the local authority. They spoke with a group of pupils formally and many pupils in lessons and around the school.
- The inspectors checked responses from parents on Parent View and discussed with the school the evidence it had available about the views of parents. They analysed questionnaires completed by 28 members of staff.
- The inspectors looked at a range of documentation, including the school development plan, policies, records of monitoring in relation to the quality of teaching, the pupils' achievement, attendance, behaviour, and safeguarding, and minutes of governing body meetings.

## Inspection team

Clive Moss, Lead inspector

Her Majesty's Inspector

Susan Davis

Additional Inspector

Sue Eland

Additional Inspector

## Full report

*In accordance with section 13 (5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.*

### Information about this school

- The school is larger than the average primary school.
- The proportion of pupils from minority ethnic groups is below average.
- The proportion of pupils known to be eligible for free school meals is above average. The school receives additional government funding for these pupils, known as the pupil premium.
- The proportion of disabled pupils and those with special educational needs supported at the school action stage is well-above average. The proportion supported at school action plus and with a statement of special educational needs is below average.
- The school meets the current government floor standards for the attainment and progress of pupils.

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

- Increase the progress made by the pupils in mathematics and by the boys particularly in writing by;
  - extending the best practice in mathematics teaching evident at the school
  - creating more opportunities for pupils to learn about and practise numeracy, including in different subjects
  - increasing the attention given to promoting reading, in order to support better writing, including building on the pupils' phonics skills to improve their reading as they progress through the school.
- Improve the quality of teaching by:
  - ensuring more consistent practice in planning suitable activities to meet the learning needs of different pupils, based clearly on information about the progress they are making and linked to the level it is intended they will reach
  - ensuring consistent approaches to marking and better feedback to pupils in lessons, so that it always provides clear guidance to the pupils about what specifically they have done well and how they can improve
  - ensuring that support staff are always deployed to best effect in supporting the pupils' progress in lessons.
- Improve the quality of leadership and management by:
  - clarifying the roles and responsibilities of all teachers with responsibilities, so that they are enabled to have more impact on developing consistent practices in teaching and in the implementation of school policies and procedures
  - improving the quality of development plans, so that they relate clearly to the school's targets for pupils' progress and the quality of teaching
  - ensuring professional development opportunities for teaching support staff, so that they are able to contribute fully to improving the pupils' literacy and numeracy skills.

## Inspection judgements

### The achievement of pupils

### requires improvement

- The children enter the Nursery with levels of skills and understanding below those typically expected for their age. They make good progress, so that, by time they begin Key Stage 1, their skills and understanding are closer to the levels expected. By the end of Key Stage 1, the pupils' attainment is broadly average. The girls do better than the boys, particularly in writing.
- Historically, the pupils have made less progress through Key Stage 2 than might have been expected given their starting points. Their rates of progress have improved since the last inspection, but more so in English than in mathematics. The evidence from this inspection indicates there have been further improvements in the progress made by the pupils in all year groups, although there are variations. Attainment in English and mathematics by the end of Key Stage 2 has improved in both subjects since the last inspection and the differences between the school's and the national averages have reduced.
- The average points scores in English and mathematics for pupils at the school known to be eligible for free school meals are lower than for those who are not eligible. The difference between the two has decreased, however, since the last inspection.
- Disabled pupils and those with special educational needs make the expected rates of progress given their starting points and made better progress than other groups at the school in 2012.
- The pupils like to read and talk happily about books and their likes and dislikes. The school uses a range of appropriate ways to teach reading, including good-quality reading records that encourage and support the pupils' development. However, the promotion of reading generally does not stand out. There are differences evident in the pupils' ability to decode unfamiliar words and in their knowledge of the sounds letters make. By the end of Key Stage 2, the girls' attainment in reading is similar to the national average, but the boys is below average.
- The pupils enjoy learning and show much willingness to do well in lessons, particularly when the lessons are practical and 'hands on'. They develop good social skills and like to engage in intelligent conversations on a range of subjects. Their ability to converse coherently improves as they go through the school and their self-confidence increases. These skills and aptitudes are important and helpful to them in moving on to the next stage of their education, but they do not yet make enough progress academically to ensure they are as well prepared as they could be.

### The quality of teaching

### requires improvement

- The proportion of teaching that is good has increased and the pupils confirm that lessons have improved since the last inspection. Nevertheless, teaching requires improvement because there is not enough good teaching for sustained periods of time.
- Generally, the teachers create a positive climate for learning and plan activities designed to capture the pupils' interest. In the examples of good teaching seen by the inspectors, the teachers' high expectations of the pupils were evident and the teachers used questions systematically and skilfully to increase the pupils' learning.
- Disabled pupils and those with special educational needs are included well in lessons. In one notable example, during a French lesson, one pupil with a high level of learning needs made a significant contribution to the other pupils' learning by identifying the correct sign language for different animals. The pupils used signing and verbal responses simultaneously when giving the French names for different animals. The combination made the exercise of learning French vocabulary fun and the pupils' keenness to get both the vocabulary and the signing correct was very evident. The pupil with learning needs was able to confirm when the correct signs were used.
- Good teaching was observed in the Early Years Foundation Stage. Strengths include the quality of the staff's relationships with the children, clearly defined areas of provision and activities matched well to the children's needs, and effective use of information and communication

technology.

- There is some good mathematics teaching in the school, but there is not enough of this and the best practice is not shared well with other teachers. Examples of good teaching seen during the inspection included a successful Year 2 mathematics lesson, in which the pupils worked independently with engaging materials, collecting real-life data and recording it in lists, tables and graphs. The less-able pupils were supported skilfully by a teaching assistant, who promoted the correct use of mathematical vocabulary by the pupils well. There was a very purposeful working atmosphere throughout and all of the pupils were fully engaged; indeed, some of them were so engrossed that they continued with the work when they should have been listening to the teacher! Other evidence of mathematics teaching indicated that such approaches are not yet typical.
- The features evident in the good teaching were less apparent where the teaching required improvement. In such lessons, the teachers had not used their knowledge of the pupils' progress and the targets for their improvement to best effect, so that activities were sometimes not matched well enough to the pupils' needs. The pupils' concentration was lower on those occasions and, consequently, some chattering and inattentiveness slowed their progress. Also in such lessons, teaching assistants were not directed effectively in how to increase the pupils' learning.
- The quality of the information provided to the pupils, verbally during lessons and through the marking of their work, about what they have done well, why it is good, or why it is not good and how it can be improved, varies. Older pupils in Key Stage 2 have a good understanding of how well they are doing and what to do to improve, but this was less evident amongst younger Key Stage 2 pupils. Too much of the marking seen was not helpful to pupils in improving their work, particularly in mathematics.

### **The behaviour and safety of pupils are good**

- There is a positive atmosphere at the school. This contributes significantly to the pupils' positive attitudes towards learning and good social skills and builds their self-confidence as they move through the school. The pupils speak about the school with pride. They enjoy taking on different roles and responsibilities, from helping to organise assemblies, to acting as play leaders, including for an organised skipping competition at break, which was much enjoyed by those taking part.
- The pupils' behaviour around the school, at breaks and lunchtime is usually good, although the pupils say that it is sometimes not so at lunchtimes. The pupils are polite and display good manners. During an assembly their behaviour was impeccable. There is little disruption to lessons and, when it occurs, it is minor, usually involving a lack of attention. On the very few occasions when it was observed, it was associated with less-engaging teaching, or activities not matched sufficiently well to the pupils' needs, and with a lack of effective techniques for dealing with such behaviour quickly.
- The pupils have a good awareness of right and wrong. They are aware of different forms of bullying and confident in the way the school deals with the rare instances that occur, such as the use of racist or homophobic language. The pupils are taught in a variety of ways about how to keep themselves safe, including when using the internet, and they are knowledgeable about a range of safety matters.
- Short-term exclusions from the school for misbehaviour are rare and there were none in 2012. There were no permanent exclusions in 2011 or 2012.
- Attendance was low at the time of the last inspection. It has improved considerably and is now above average as a result of determined and concerted action.

**The leadership and management requires improvement**

- The headteacher conveys a strong sense of optimism and enthusiasm and is passionate about the school. He has worked conscientiously to tackle the areas for improvement identified at the last inspection. For example, the school's development plan is focussed unequivocally on tackling the areas for improvement from the last inspection and includes numerous, relevant activities aimed at bringing about improvements. The plan does not, however, identify clearly enough specific targets for the improvements required in the pupils' progress or the quality of teaching. As a result it is difficult for the school to evaluate the school's progress with precision.
- The effectiveness of the work undertaken has increased as a result of recent appointments and changes in leadership structures that have brought a vital increase in leadership capacity. Collectively and with the support of the governing body, senior leaders are establishing higher expectations in relation to pupils' progress than previously and this is leading to improved rates of progress. Currently, the pupils' progress is increasing and the school has improved the pupils' attainment at a rate faster than nationally in the period since the last inspection.
- Processes for monitoring the work of the school are now being implemented carefully and producing a good range of evidence and information, which the senior leaders are using effectively to bring about improvements in the quality of teaching. Senior leaders demonstrated, in joint observations with inspectors, the ability to identify accurately good and less-effective teaching and to make an appropriate evaluation. Not all members of staff with management responsibilities have been enabled to carry out their roles in bringing about improvements in teaching as much as they might and as they would wish, which has inhibited the rate of progress made by the school.
- The teaching and other activities at the school make a significant contribution to the pupils' spiritual, moral, social, and cultural development. For example, an inspector enjoyed an engaging conversation with a group of pupils about their liking for poetry. They spoke knowledgably about different poems they had enjoyed reading, types of poetry they preferred, such as rhyming couplets, and why they liked them better than other types. Other notable examples included rearing chicks in Reception, celebrating during assembly the success of the school's gymnastics team in a local competition, and a recent Cross Lane Rocks 2013 show, involving performances of songs with lyrics written by the pupils. The school ensures that disabled pupils and those with special educational needs are included fully in such activities.
- Pupils do not get sufficient opportunity to practise and apply their mathematical skills in other subjects.
- The school has used the additional government funding known as the pupil premium thoughtfully on a range of things designed either to improve provision for the pupils, or provide additional support for their learning. The school monitors the progress of all of the pupils who are eligible under the pupil premium routinely and can demonstrate the positive impact of interventions on the progress of the pupils.
- The school has established arrangements for reviewing the work of the teachers and making decisions about pay progression and promotion. The arrangements include use of the national standards for teaching, and pay enhancements are awarded only when there is evidence of effective teaching. Opportunities for professional development are identified as part of the annual performance appraisal. The process has been extended recently to include teaching support staff, but the professional development opportunities for them are not as well developed as for teachers.
- The school has responded well to external support provided by a local leader of education, which was arranged by the local authority. The support has been most effective in bringing about the improvements in leadership and management and in attendance. The local authority has provided other support to the school, which has contributed to its capacity to evaluate the effectiveness of some of its improvements and also to the improved attendance.
- **The governance of the school:**
  - The governing body is well informed about the work of the school. Information from the senior leaders' monitoring is relayed diligently to the governing body, which has enabled it to

ask increasingly detailed and pertinent questions of the senior leaders. The governing body has, for example, used the information to monitor and discuss particularly the progress of disabled pupils and those with special educational needs. The governing body has maintained careful oversight of the pupils' achievement, the quality of teaching, and staff pay and progression. It is alert to differences in the progress of different groups of pupils, including those for whom the school receives the pupil premium, and takes a resolute line on staff pay and progression. Arrangements for safeguarding meet current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107533
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	399651

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

<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>	306
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Heather Nuttall
<b>Headteacher</b>	Ian Pilkington
<b>Date of previous school inspection</b>	8 December 2011
<b>Telephone number</b>	01422 372614
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