



Cross Lane Primary and Nursery School

Inspection Report

Unique Reference Number 107533
LEA Calderdale
Inspection number 277769
Inspection dates 12 June 2006 to 13 June 2006
Reporting inspector Mr Robert Robinson CfBT Lead Inspector

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

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|------------------------------------|--------------------|---------------------------|------------------------|
| Type of school | Primary | School address | Cross Lane |
| School category | Community | | Elland |
| Age range of pupils | 3 to 11 | | West Yorkshire HX5 0LP |
| Gender of pupils | Mixed | Telephone number | 01422 372614 |
| Number on roll | 334 | Fax number | 01422 373847 |
| Appropriate authority | The governing body | Chair of governors | Mrs Helen Lodge |
| Date of previous inspection | 29 November 1999 | Headteacher | Mr Pilkington |

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a larger than average primary school. Most pupils are from White British backgrounds, with a minority from Pakistani and other backgrounds. The socio-economic circumstances of the area are average, as is the attainment on entry to the Nursery. The proportion of pupils with learning difficulties and/or disabilities is average. There were significant staffing changes during the 2004/2005 academic year at senior management level and in Year 6. The headteacher has been in post since September 2005.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

The effectiveness of the school is satisfactory which agrees with the school's view. Standards are broadly average, and this has been the case since the last inspection, except in 2005 when they dipped. The achievement of most pupils is satisfactory. However, higher attainers do not achieve well enough. The quality of teaching and learning is satisfactory overall, but it is too variable. The curriculum, including provision in the Foundation Stage, is satisfactory. Pupils' personal development is satisfactory overall, although some pupils lack interest in learning. Leadership and management, including governance, are satisfactory. Recent developments indicate that the school has the capacity to improve. The headteacher provides good leadership and has made significant improvements in the management of the school during the short time he has been in post. He has identified, rightly, the need to develop further the leadership skills of middle managers. Appropriate improvement has been made since the last inspection and the school provides satisfactory value for money. Parents are pleased with the education provided and the following parental comments sum up the feelings of most parents: 'Cross Lane is a very friendly and happy place' and 'my child has made good progress this year'.

What the school should do to improve further

- Raise the quality of teaching in order to improve pupils' attitudes to learning and their achievement.
- Provide more challenge for higher attainers so that they reach higher standards by the end of Year 6.
- Review the roles and responsibilities of middle managers so they take more responsibility for raising standards.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards attained are broadly average. Children enter the Nursery with skills that are about those expected for their age. They make satisfactory progress relative to their starting point to reach the expected levels by the end of the Reception year. Satisfactory progress in Years 1 and 2 is maintained. In the 2005 tests at the end of Year 2, the proportion of pupils who achieved the nationally expected level was broadly average, but too few pupils achieved the higher level. Standards of the present Year 2 are similar to those in 2005, though there has been a slight improvement in the proportion of pupils reaching the higher level.

In the Year 6 tests in 2005, pupils attained below average standards in English, mathematics and science. Their progress was unsatisfactory and the school's targets for these pupils were not met. The 2005 test results were much lower than in previous years where standards over time have been average. The reason for the decline was because too few pupils reached the higher level. Staffing difficulties in Year 6 and significant changes of leadership also adversely affected pupils' performance. Standards

of the current Year 6 were below average on entry to Year 3. Statistical information shows that they have made satisfactory progress, although their overall standards are still below average.

Personal development and well-being

Grade: 3

Pupils' personal development is satisfactory. The school is determined to raise this. New initiatives, such as the appointment of a sports coordinator, are extending pupils' potential to work well together, take responsibility as play leaders and be proud of their school's sporting achievements. Improvements in the provision of healthy meals and snacks reflect the influence of the school council and pupils' opinion. Attendance and behaviour are satisfactory. Incidents in the past year have led to exclusions, but distinct improvements in pupils' attitudes reflect the new merit system for good behaviour. Parents are pleased about this and although, in some lessons, a few pupils lack concentration and show little interest, most are responding well to the new reward initiatives and, as one parent said, 'are striving for more'. Staff commented on the improvement in behaviour and stated; 'Now we only look for better manners whereas before, we accepted children would answer back.' Overall, pupils respect views and beliefs different from their own, but many still struggle to understand the different cultures and lifestyles in today's British society. Thoughtful discussion times, opportunities for residential trips and increased opportunities in assembly to share spiritual and moral issues are now adding to pupils' social development. As a result, pupils have a shared agreement to keep happy, healthy, safe and successful.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching is satisfactory which matches the school's view. This leads to pupils making satisfactory progress in their learning. However, in the lessons seen the quality of teaching was too variable. It ranged from outstanding to inadequate though most lessons were satisfactory or good. In the outstanding lessons teachers planned lessons very well and used, for example, role play exceptionally well to engender enthusiasm for learning. This happened when older pupils and staff took on the roles of characters when studying the poem 'The Highwayman'. After the discussions, both boys and girls were keen to write their own stories to express feelings and opinions. In the Nursery and Reception classes, children are encouraged to be independent and they have plenty of opportunities to develop basic skills in the classroom; for example, when writing their names on Father's Day cards.

Weaknesses in teaching were apparent when lessons were not organised well enough and the pace of learning was slow. The teaching did not sufficiently challenge higher attaining pupils so they lost interest, and a few misbehaved. The strategies for dealing with this minor disruptive behaviour were insecure. On occasions, individual educational

plans for pupils with learning difficulties and/or disabilities failed to inform teachers' planning.

The marking of pupils' work is positive and consistent. Pupils comment on their learning and have a good understanding of their achievements through a 'traffic light' system. Increasingly, teachers are using assessment information to plan future learning.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory and meets statutory requirements. In the Foundation Stage, provision is satisfactory. However, the outdoor activities are not linked well enough to work in the classroom, particularly in the Nursery. The basic elements of English, mathematics and information and communication technology (ICT) are satisfactorily in place in Years 1 to 6. Interactive whiteboards are used to good effect to provide visual stimuli. Lesson plans are detailed, but often do not identify sufficient challenge for higher attaining pupils or provide enough detail of what pupils with learning difficulties and/or disabilities should learn. Personal, social and citizenship education are integrated satisfactorily into other subjects, and plans are well advanced to introduce a more structured approach to these areas of learning from the start of the next academic year. The curriculum is enriched well by a good range of educational visits linked to topics, such as a visit to a museum as part of a study of the Second World War. However, not enough time is provided for pupils to learn about the multicultural richness of the local area and insufficient visits are arranged to places of worship in religious education. A residential experience has proved very popular and beneficial for the older pupils. The school appropriately encourages pupils to lead healthy and safe lives.

Care, guidance and support

Grade: 3

The quality of care, guidance and support of pupils is satisfactory. All requirements for child protection are in place. Health and safety and risk assessment procedures promote a safe environment. Following concerns by a number of parents about the impact of 'unruly children' on 'well behaved children', consultations have led to a new behaviour policy and clear anti-bullying guidelines. As a result, pupils have the confidence to talk to staff about problems and a parent said, 'the whole atmosphere has changed beyond recognition'. Vulnerable pupils, such as those new to the country, are well cared for and a parent commented that her child 'loves school and this is demonstrated in her learning'. New systems are in place to check pupils' progress and this information is beginning to be used to set challenging targets for them to reach all levels of ability. Parents are pleased with these changes and the school's efforts to involve them in their children's education, and said there is now 'more focus on communication, safety and obtaining parents' views'.

Leadership and management

Grade: 3

Leadership and management, including governance, are satisfactory and all statutory requirements are met. The new headteacher's strong leadership and clear vision has, during his brief time at the school, halted the recent decline in standards and clear evidence has already emerged of improving standards and progress. The school runs efficiently and administration, maintenance and catering are all of a high standard.

Self-evaluation is generally accurate and indicates a good grasp of the school's strengths and weaknesses. Where it is generous, the school has focused more on the quality of provision rather than the outcomes, such as pupils' achievement. The headteacher has identified effectively what needs to be improved. He has strengthened the effectiveness of the senior management team and middle managers are now taking a more active role in the running of the school. However, the school's development plan identifies, rightly, the need to enhance the roles and responsibilities of middle management further, and make full use of the data available on pupils to enable them to accelerate their progress. Although there has not been time to demonstrate the impact of these improvements on national test results, one parent said, 'the school is starting to take a positive turnaround', and a member of staff stated, 'we are going to fly'. All the evidence indicates that the school's capacity to improve further is good.

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Inspection judgements

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|--|-----------------------|--------------|
| <i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i> | School Overall | 16-19 |
|--|-----------------------|--------------|

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 | NA |
| How well does the school work in partnership with others to promote learners' well-being? | 3 | NA |
| The quality and standards in foundation stage | 3 | NA |
| The effectiveness of the school's self-evaluation | 3 | NA |
| The capacity to make any necessary improvements | Yes | NA |
| Effective steps have been taken to promote improvement since the last inspection | Yes | NA |

Achievement and standards

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

Personal development and well-being

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

The quality of provision

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

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

Leadership and management

| | | |
|--|-----|----|
| How effective are leadership and management in raising achievement and supporting all learners? | 3 | NA |
| How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education | 3 | NA |
| How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review | 3 | NA |
| How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can | 3 | NA |
| How effectively and efficiently resources are deployed to achieve value for money | 3 | NA |
| The extent to which governors and other supervisory boards discharge their responsibilities | 3 | NA |
| The adequacy and suitability of staff to ensure that learners are protected | Yes | NA |

| | |
|---|-----|
| The extent to which schools enable learners to be healthy | |
| Learners are encouraged and enabled to eat and drink healthily | Yes |
| Learners are encouraged and enabled to take regular exercise | Yes |
| Learners are discouraged from smoking and substance abuse | Yes |
| Learners are educated about sexual health | Yes |
| The extent to which providers ensure that learners stay safe | |
| Procedures for safeguarding learners meet current government requirements | Yes |
| Risk assessment procedures and related staff training are in place | Yes |
| Action is taken to reduce anti-social behaviour, such as bullying and racism | Yes |
| Learners are taught about key risks and how to deal with them | Yes |
| The extent to which learners make a positive contribution | |
| Learners are helped to develop stable, positive relationships | Yes |
| Learners, individually and collectively, participate in making decisions that affect them | Yes |
| Learners are encouraged to initiate, participate in and manage activities in school and the wider community | Yes |
| The extent to which schools enable learners to achieve economic well-being | |
| There is provision to promote learners' basic skills | Yes |
| Learners have opportunities to develop enterprise skills and work in teams | Yes |
| Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form | NA |
| Education for all learners aged 14–19 provides an understanding of employment and the economy | NA |

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school. We enjoyed our visit and we want to share with you what we think about your school.

The best things about the school are:

- that the headteacher leads the school well
- the headteacher and governors understand how to make your school better
- your parents are happy with the education provided for you.

What we have asked your school to do:

- improve the teaching further so that all pupils enjoy school, have good attitudes to learning and achieve well
- challenge those who find learning easier to reach higher standards
- review the roles and responsibilities of teachers so they take more responsibility for raising standards.

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