



## Crossley Fields Junior and Infant School

### Inspection Report

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**Unique Reference Number** 107697  
**Local Authority** Kirklees  
**Inspection number** 287890  
**Inspection date** 12 October 2006  
**Reporting inspector** Elizabeth Charlesworth

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 address</b>	Wellhouse Lane
<b>School category</b>	Community		Mirfield
<b>Age range of pupils</b>	4-11		West Yorkshire WF14 0BE
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01924 326590
<b>Number on roll (school)</b>	523	<b>Fax number</b>	01924 326591
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr C Sutcliffe
		<b>Headteacher</b>	Mrs C Lockwood
<b>Date of previous school inspection</b>	12 March 2002		

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

This is a very large community primary school with an above average, and increasing, number of pupils from minority ethnic heritage and of pupils who speak English as an additional language. The proportion of pupils who have free school meals is lower than nationally, though the proportion with learning difficulties and/or disabilities is higher. The school has many awards for being a healthy school, investing in people and pupils and for sport.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 1

'This is a fantastic school with excellent leadership!' a view held by parents and a sentiment wholly supported by inspection evidence. An increasing number of pupils join the school in Year 3, a reflection of the school's popularity and very good reputation in the locality. Pupils are very happy at Crossley Fields and never more so than when they are busily engaged in learning. The small group who met the inspector kept returning to the theme of exciting activities, in and out of lesson time, and the way teachers make learning fun. Enjoyment contributes to high achievement. Pupils throughout the school make excellent progress and are eager to do their best. Parents especially value this and remark that the school is concerned not just with academic achievement, but with developing a well rounded individual. Children in the Foundation Stage settle quickly because staff take time to get to know them and their families before they start school, so nothing gets in the way of learning from the word go. Many, though not all, children are ready for the demands of school routine and already have a sense of responsibility and the ability to communicate clearly. Staff work very effectively to ensure that by the time children leave Foundation Stage they are all prepared very well for the Key Stage 1 curriculum. Results at the end of Year 6 are above average because academic progress is rigorously monitored so that pupils are kept on track to reach their potential. The school council has joined the challenge to make Crossley Fields a healthy school. Members run a 'healthy tuckshop', the profits of which will go to providing benches in the school grounds. Right from Foundation Stage children are encouraged to use their outdoor facilities and staff emphasise with parents the importance of learning in the outdoors. Learning about healthy diet is built into lessons: Year 1 pupils were combining design and technology, art, literacy and numeracy to make a fresh fruit salad during the inspector's visit to one of their classes. This combining and overlapping of areas of learning is a feature of the impressive curriculum that helps pupils to a greater understanding of the world in which they live. The school draws on numerous agencies and services to help instil into pupils how important it is for them to be safe. Children in the Foundation Stage were seen operating the pedestrian crossing as they put into practice what they had learnt prior to a visit from the police service. Pupils told the inspector they felt safe in school and if anything untoward occurred it would be dealt with swiftly, for instance through the behaviour policy, to which they had contributed. In school, Key Stage 2 pupils are proud of their responsibility as 'Befrienders' to ensure no-one is left out or bullied in the playground. They have been trained to refer to adults when they cannot deal with a situation themselves. Pupils do not take on membership of the school council lightly. They must prepare a manifesto and be subject to election through the ballot box. What a constructive way to learn about the democratic process! To further enhance links across the years pupils have reading partners in other classes so that older pupils can provide role models and help younger pupils. It was Harvest time in school on the day of the inspection and Foundation Stage and Key Stage 1 pupils were collecting fresh fruit and vegetables to deliver to members of the local community. Key Stage 2 pupils are looking further afield to support the world community. Through links with a local charity they are supporting the underprivileged in Africa, at the same

time learning something of the geography of the world and the ways and cultures of different peoples. At a more local level pupils are benefiting greatly from links with two local secondary schools. One, a technology college, has provided advice and support for the development of information and communication technology (ICT). Pupils' learning is very much enhanced with the provision of ICT suites, inter-active white boards and digital photography. The school has made some inspired moves in the quality of its provision so that pupils can work with state-of-the-art equipment and a very high level of staff expertise. The other main secondary school connection is with a language college and pupils are learning French. This has stimulated interest in the culture and food, not just of France but other parts of the world. Preparation for the world of work starts in the Foundation Stage, where learning to live and work together is built into every activity. Pupils quickly take responsibility for improving their own work because of the excellent way teachers mark their books, putting the onus on the pupils to implement suggestions for improvement. A superb example of self-evaluation was seen in a Year 6 physical education lesson where pupils were watching their performance on video, discussing how to improve then filming the process again. All of this could not happen without a headteacher who has the vision, drive and determination to provide the framework in which every member of this vibrant learning community can reach their potential. She encapsulates the aims and values of Crossley Fields where everyone is important. In this she has not only the support but also the respect of a dynamic leadership team and an experienced governing body. There have recently been some inspired appointments bringing renewed vigour to an established team, placing the school in an excellent position to sustain its high standards and continue to give excellent value for money.

### **What the school should do to improve further**

The school has rightly identified its priorities for further improvement so there are no further ones to add.

## **Achievement and standards**

### **Grade: 1**

From their broadly average attainment on entry pupils build extremely well on the solid foundation put down in the early years of schooling to reach above average standards at the end of Year 6. Provisional grades for 2006 indicate that results are higher than the previous year. Following an intensive effort to improve speaking, listening and writing pupils gained twice the number of Level 5 grades in English than previously, exceeding the school's expectation. In 2005 pupils with learning difficulties and/or disabilities and lower ability pupils made slightly better progress than their peers because of well targeted support. The school has responded very well to changes in the make up of its pupils: the number of pupils for whom English is not their first language is increasing. The school has secured additional funding to provide well for these pupils and they are making excellent progress in their acquisition of English.

## **Personal development and well-being**

### **Grade: 1**

Excellent spiritual, moral, social and cultural development is at the centre of pupils' all round growth. Pupils have a real sense of their own worth that increases their self-confidence. They show a concern for each other both in the way they work in class and also in the responsibilities they take on. Displays on corridor walls show how much importance the school gives to developing cultural awareness and a love of beauty through the work of established artists and with photographs of pupils' own theatrical endeavours. 'Themed' weeks foster an interest in other countries and pupils told of how they followed the World Cup with their partner class, making the strip of their appointed countries and trying out the food.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 1**

Excellent teaching is the cornerstone of the school's success. Pupils' enthusiasm for learning is palpable and teachers and support staff work very hard to ensure activities are interesting and tailored to pupils' needs. Building on the already high quality of marking, teachers of one year group are trialling a system whereby strengths and weaknesses in a piece of work are highlighted and then pupils take responsibility for carrying out improvements. Teachers readily grasp any new ideas and are eager to try things out that will make learning even more exciting.

### **Curriculum and other activities**

#### **Grade: 1**

The school was too modest in its evaluation of the curriculum. Everything is in place that should be, enriched by linking areas of learning and themes threading through all lessons: computers and Vikings; finding bugs outdoors and writing. Personal, social and health education is based on the SEAL (social and emotional aspects of learning) programme with support from professional agencies that help to deliver statutory elements of the programme. Pupils and their parents remarked that the extensive nature of the extra-curricular activities, especially in arts and sport, keeps them all very busy. The governing body keeps a close eye on the curriculum to ensure it is acceptable to all members of this increasingly culturally diverse community.

### **Care, guidance and support**

#### **Grade: 2**

Exemplary systems for setting targets and monitoring pupils' progress are resulting in pupils doing the very best they can. The need for any extra support is thereby identified and, as such, pupils with special educational needs and those with English as an additional language are catered for extremely well. Part of this good all round

provision is the meticulous maintenance of records about its policies and procedures for the welfare of pupils, in accordance with current legislation. As a measure of the value the school places on the well being of its pupils it has gained the Investors in Pupils Award. Pupils have a hand in determining how aspects of the school should be run. However, the school is not always consistent in the way it rewards pupils.

## **Leadership and management**

### **Grade: 1**

The headteacher's commitment to success manifests itself in all aspects of school life. An example of her effectiveness is the improvement of provision in the Foundation Stage. Staff speak very warmly of how they have been encouraged to implement their ideas and pursue ambitions: new teachers into the profession speak very highly of the opportunities they are afforded. There is a very close match between staff's own professional development and the development needs of the school so that the maximum benefit is drawn from attendance at courses. Central to the school's work is its self-evaluation and from this flow improvements, which are monitored carefully to ensure they give value for money. The governing body plays a full part in this process. All have their own special expertise, offered for the benefit of the whole school community. They asked the headteacher to produce a strategy for improving the performance of higher attaining pupils. Part of this response was to teach English in Year 6 in mixed ability groups. The result of this combined approach was improved results for all, but especially higher attainers in 2006. The governing body is responding well to the changing nature of the school population and has recruited new members who reflect this.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	1
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	1
The effectiveness of the school's self-evaluation	1
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	1
The standards <sup>1</sup> reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	1
How well learners with learning difficulties and disabilities make progress	1

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	1
The extent of learners' spiritual, moral, social and cultural development	1
The behaviour of learners	2
The attendance of learners	1
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	1

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	1
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	1
<b>How well are learners cared for, guided and supported?</b>	2

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

### **Text from letter to pupils explaining the findings of the inspection**

Thank you very much for making me so welcome in your school during my recent visit. I had a great day! I like your school very much and I know you do too because you told me. There are so many very good things about your school it is hard to pick out just a few, but I was very impressed with:

- the way you take your responsibilities seriously, such as collecting goods for Harvest and voting for the school council
- the way you are excited by all the different activities the school provides and the way you get on with your own work to do your very best
- the way your headteacher and all the staff set you such a good example and encourage you in all your efforts.

The headteacher, staff and governors know very well what they have to do to make sure you continue to be an excellent school so I have asked them to continue their excellent work, and you can help them by continuing to do your very best.