

Crow Lane Primary and Foundation Stage School

Address: Crow Lane, Milnsbridge, Crow Lane, Milnsbridge, Huddersfield, Huddersfield, West Yorkshire, HD3 4QT

Unique reference number (URN): 107623

Inspection report: 9 June 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Early years

Expected standard 

Children get off to a positive start in Reception class. Staff quickly build positive relationships with children and their families. This helps them to feel secure and happy. Staff identify children's needs without delay. They work closely with parents and alongside specialists, when required, to ensure children receive the help they need. Staff quickly get to know what children know and can do. They use this information to plan the right learning and support for children. Children learn to share equipment and take turns as they explore the engaging activities and environment. For example, children were keen to use a ruler to check how their sunflowers had grown.

Leaders have an accurate view of early years. They constantly evaluate provision and consider how to develop it further. For example, recent work to develop early writing has resulted in children forming letters with accuracy. They use this skill to confidently annotate their drawings. Leaders have designed an ambitious early years' curriculum. Communication and language are skills at the centre of children's learning experiences. Children are taught new vocabulary and practise using it in their regular interactions with adults. Children typically achieve well in the early years and develop the knowledge they need for Year 1.

Inclusion

Expected standard 

Pupils with special educational needs and/or disabilities access the same curriculum as their peers. This allows them to take part fully in wider school life. Leaders make sure that staff know how to identify the needs of pupils without delay. This begins as soon as pupils join the school. Leaders provide support for teachers to help them to understand how and when to adapt learning. This is typically successful. For example, staff know how to help pupils who struggle to manage their emotions and behaviours effectively. In addition, leaders seek advice from external agencies so that pupils receive the specialist support they require. Leaders regularly review the impact of support for pupils. They make adjustments so that support continues to reduce barriers to learning.

Leaders identify and reduce many of the barriers that different pupils face. They make appropriate use of additional funding to support the needs of disadvantaged pupils. Staff support pupils' wellbeing and offer extra help to build their communication and language skills. Leaders review the impact of funding so that support continues or changes to ensure that pupils receive the support they need to thrive. Parents and carers typically describe the school's approach to inclusion as caring. They can explain how this is generally responsive to their needs.

Personal development and wellbeing

Expected standard 

Pupils' personal development and wellbeing are at the heart of the school's work. Leaders are ambitious and optimistic for pupils' futures. They provide opportunities for pupils to learn to understand about the world beyond school. Supporting pupils to become independent, confident and resilient is a priority. Pupils learn about different careers and understand the

importance of education to prepare them for the future. Leaders make sure that disadvantaged pupils can fully access the wide range of opportunities on offer.

Pupils learn to respect the views and beliefs of others. They learn about democracy and tolerance and other aspects of fundamental British values. Pupils are taught the importance of being kind above all else. They learn how to make a positive contribution to the life of the school and wider community. For example pupils can apply for a range of leadership roles and take part in community projects such as visits to a local care home to sing and read stories.

Leaders have designed a coherent personal, social, health and economic education programme. Pupils revisit important topics regularly so they build their knowledge of how to develop a healthy lifestyle, manage their feelings and how to stay safe. Staff take extra care to ensure that pupils with special educational needs and/or disabilities (SEND) can access key information. Pupils enjoy a wide range of activities, including arts, sports, dance, sport and outdoor activities. All pupils are included and leaders keep track of who is taking part in clubs and activities.

Leaders make sure that all pupils, including disadvantaged pupils and those with SEND receive the pastoral support they need. This helps them feel safe and supported in school, to build friendships and to take on new challenges.

Needs attention ●

Achievement

Needs attention ●

Some pupils do not achieve as well as they could. Outcomes for pupils in key stage 2 national assessments have been below the national average, including for disadvantaged pupils over time. Weaknesses in the curriculum and the teaching, have resulted in pupils having gaps in their foundational knowledge and key skills. Leaders have begun to take action to address this. Pupil achievement is improving across the early years and key stage 1. However the changes leaders have made are not yet having the necessary impact upon pupils in key stage 2. In these classes there are still too many pupils who have many gaps in their knowledge. There are a number of pupils, including disadvantaged pupils and those with special educational needs and/or disabilities, who are not prepared well enough for the next steps in education.

Leaders have taken some effective action to improve pupils' learning for younger pupils. As a result phonics screening test outcomes are close to national average and pupils spelling and handwriting in books is accurate. These pupils are developing a secure grasp of early mathematics. Children in the early years make positive progress and are well prepared for key stage 1.

Attendance and behaviour

Needs attention ●

Pupils' overall attendance is low when compared with national averages. Pupils who do not attend well have gaps in what they know and remember. They struggle to catch up with their

peers. This particularly impacts on pupils who are disadvantaged or who have special education needs and/or disabilities. Leaders have a clear understanding of the barriers that some families face that make it challenging for pupils to attend regularly. Leaders strive to reduce these barriers. They have developed appropriate systems and processes to monitor and promote high attendance and they ensure that the school team can provide practical, targeted support. This work is beginning to make a positive difference for some pupils.

Pupils generally behave well in school. Interruptions to learning are rare. Teachers understand how to manage pupils' behaviour skilfully. They support pupils well to manage their emotions if they begin to feel overwhelmed. Pupils have a positive attitude to learning and generally try hard in lessons. On occasions, the quality of work some pupils produce is variable. Incidents of bullying or discrimination are rare and dealt with swiftly and effectively. Suspension rates are high but are reducing. They are used appropriately and pupils who receive a suspension are supported sensitively and successfully back into school.

Curriculum and teaching

Needs attention 

On the whole, pupils do not learn as well as they should. Leaders have a broadly accurate view of the developments that are needed to improve the curriculum and teaching, but the actions they have taken lack clarity and precision. This means that improvements to curriculum and teaching are slow and less effective than they could be. Training and guidance is being provided for staff but this is at an early stage.

In the early years and key stage 1, the curriculum prioritises the foundational knowledge and skills pupils need for later learning. This is taught well and typically pupils know and remember this learning. However, a number of older pupils have gaps in essential learning. Checks carried out by adults are not precise enough to identify these gaps so they can be addressed effectively. This means that some older pupils struggle with a range of reading, writing and mathematics skills. This prevents them from accessing the broader curriculum as easily as their peers.

In some subjects, such as computing and physical education, essential knowledge is clearly defined and sequenced. Teachers receive guidance that supports them to teach these parts of the school's curriculum well. In other subjects such as history and geography, teaching is less effective. Some teachers design activities that do not address the key knowledge pupils need to learn or follow a logical sequence. This means pupils, including pupils with special educational needs and/or disabilities, find it difficult to recall what they have been taught.

Leadership and governance

Needs attention 

Leaders actions to improve school do not always address weaknesses quickly enough. While leaders mostly have an accurate and precise understanding of the schools weaknesses, they do not always plan the most effective actions to secure the necessary improvements quickly enough. For example, leaders have provided some training to help staff teach the curriculum. However not everybody has received this and the accompanying guidance is not yet ready to share with them. In addition, pupil absence rates remain too high and achievement at the end of key stage 2 remains too low. Governors provide some support and challenge to leaders but their checks on some aspects of the school's work need further development. For example, governors check carefully that resources are used

effectively and the school's finances are well managed but they have not ensured that there are rigorous checks on the quality of the curriculum, teaching and achievement.

Leaders focus on disadvantaged pupils is well considered. They are proactive in seeking support and advice to address the many challenges pupils and families face. Leaders make sure that pupils' best interests are at the heart of the work they do. Leaders and governors ensure that staff feel valued and that their wellbeing is supported. Leaders consider staff's workload when making changes that will affect them. Leaders have developed effective relationships with parents and the wider community. Parents are typically happy with the education and care their children receive.

What it's like to be a pupil at this school

Pupils are proud to attend this highly inclusive school. Staff work in partnership with families to support pupils' learning, wellbeing and pastoral care. Staff identify concerns and put support in place to help pupils make progress. Pupils with barriers to learning, including those with special educational needs and/or disabilities, receive appropriate support to access the curriculum alongside their peers. In the early years and key stage 1, pupils make progress from their different starting points and begin to develop a foundation of knowledge in reading, writing and mathematics. However, in key stage 2 pupils develop gaps in the important information they need to know and remember for future learning, which limits how well prepared they are for the next stage in their education.

Being kind is at the heart of this school. Kindness can be seen in the ways pupils treat each other, adults and visitors. Pupils are generally confident to share any worries they may have with staff, including concerns about bullying. This helps many pupils feel safe. Pupils move calmly around the school. Children in the early years learn how to be a good friend, supporting their transition into key stage 1 and 2. At social times, pupils usually play together harmoniously. Pupils are greeted by warm and friendly staff each morning, which helps create a positive start to the day. Many pupils enjoy school, although attendance remains variable. The school's work to reduce barriers to attendance for some pupils is having a limited impact. Attendance is beginning to improve for a small group of pupils who miss too many days, but a number still miss significant time in school and therefore miss important opportunities for learning.

Pupils benefit from a range of experiences to enhance the curriculum. For example, pupils take part in a range of sporting opportunities, which they recognise as a way to stay healthy. Pupils value the leadership roles available in school. These opportunities help to support their development as responsible citizens. Pupils are prepared for life in modern Britain.

Next steps

- Leaders should ensure that staff identify gaps in pupils' foundational knowledge quickly and provide targeted support so pupils catch up rapidly. They should ensure pupils are

supported to keep up with key learning so that published outcomes improve towards national averages.

- Leaders should ensure that teachers select learning activities that align closely with the intended learning outcomes. Activities should enable pupils to develop their knowledge and demonstrate the depth of their understanding effectively.
 - Leaders should ensure that each subject curriculum clearly identifies and sequences key knowledge. The curriculum should include regular retrieval opportunities and check for understanding to support pupils to remember and retrieve key knowledge over time.
 - Leaders should continue to implement a clear whole school approach to improve attendance and reduce persistent absence.
 - Leaders and governors should ensure they have an accurate and precise understanding of the school's strengths and weaknesses. They should use this information to support them in taking targeted action that secures rapid and sustained improvement.
 - Leaders should ensure that all staff receive the necessary professional development so they can teach the curriculum effectively to all pupils.
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About this inspection

The chair of the board of governors in this school is Rebecca Beaumont.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.

Inspectors spoke with school leaders, members of the local governing board, a representative from the local authority, staff, parents and pupils during the inspection.

The inspector(s) confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Martin Vayro

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Shameem Hussain, Ofsted Inspector

Michael Watson, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 9 June 2026

School and pupil context

Total pupils

192

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

210

Below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

39.58%

Above average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

5.73%

Above average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

23.96%

Well above average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Above average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	37%	61%	Below
2024/25 (final)	43%	62%	Below
2023/24 (final)	48%	61%	Below
2022/23 (final)	21%	60%	Below

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	74%	Below
2024/25 (final)	54%	75%	Below
2023/24 (final)	74%	74%	Close to average
2022/23 (final)	34%	73%	Below

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	55%	72%	Below
2024/25 (final)	57%	72%	Below
2023/24 (final)	59%	72%	Below
2022/23 (final)	48%	71%	Below

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	73%	Below
2024/25 (final)	61%	74%	Below
2023/24 (final)	52%	73%	Below
2022/23 (final)	38%	73%	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	24%	46%	Below
2024/25 (final)	36%	47%	Close to average
2023/24 (final)	15%	46%	Below
2022/23 (final)	20%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	45%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	43%	63%	Below
2023/24 (final)	62%	62%	Close to average
2022/23 (final)	33%	60%	Below

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	59%	Below
2024/25 (final)	43%	59%	Below
2023/24 (final)	31%	58%	Below
2022/23 (final)	33%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	33%	60%	Below
2024/25 (final)	50%	61%	Close to average
2023/24 (final)	23%	59%	Below
2022/23 (final)	27%	59%	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference

between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	24%	68%	-44 pp
2024/25 (final)	36%	69%	-33 pp
2023/24 (final)	15%	67%	-52 pp
2022/23 (final)	20%	66%	-46 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	45%	80%	-34 pp
2024/25 (final)	43%	81%	-38 pp
2023/24 (final)	62%	80%	-18 pp
2022/23 (final)	33%	78%	-45 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	78%	-42 pp
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	31%	78%	-47 pp
2022/23 (final)	33%	77%	-44 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	33%	80%	-46 pp
2024/25 (final)	50%	81%	-31 pp
2023/24 (final)	23%	79%	-56 pp
2022/23 (final)	27%	79%	-53 pp

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	7.0%	5.2%	Above
2023/24 (3 term)	9.0%	5.5%	Above
2022/23 (3 term)	7.5%	5.9%	Above

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	18.1%	13.0%	Above
2023/24 (3 term)	27.1%	14.6%	Above
2022/23 (3 term)	20.6%	16.2%	Above

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
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