

Crowlees Church of England Voluntary Controlled Junior and Infant School

Address: Springfield Park, Mirfield, West Yorkshire, WF14 9PD

Unique reference number (URN): 107725

Inspection report: 3 February 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.

Strong standard ●

Attendance and behaviour

Strong standard ●

Attendance really is 'everyone's business' at the school. Leaders are meticulous in their analysis of data. This allows pupils who may be struggling with attendance to be quickly identified. The school has excellent relationships with families. Leaders use this early identification and the positive relationships to apply bespoke support for pupils and families. All staff have regular conversations with pupils about their attendance. Pupils know why it is important to attend. They enjoy coming to school. As a result, attendance at the school is high and significantly above national averages in all areas.

Pupils' behaviour in lessons and at social times is excellent. Pupils are polite and respectful to each other and the adults in school. Pupils enjoy learning. Pupils manage themselves well during unstructured times. They organise their own games of football and basketball at breaktime. Older pupils are role models to younger pupils. Any form of bullying or discrimination is not tolerated. The behaviour system is clear, is understood by pupils and consistently applied by staff. School leaders are highly visible and support with behaviour. Staff appreciate this support. The school uses suspensions appropriately and proportionately.

Early years

Strong standard ●

The early years curriculum is precisely planned to enable children to progress in all 7 areas of learning. Staff deliver the curriculum through well-considered topics, such as 'me and my world'. They bring learning to life through carefully chosen texts that link directly to the topic. Leaders prioritise reading and vocabulary development. Children quickly develop their phonics knowledge. Leaders ensure that children develop a love of learning. Carefully planned learning activities develop children's knowledge. Children struggle to contain their excitement when searching for characters from their books in the outside learning area. Interactions between children and adults are extremely positive.

Children interact with each other with care and respect. They concentrate on activities in the extended provision area. For example, they carefully build rockets to extend their knowledge of space. Routines are embedded. Parents and carers are partners in their children's journey through the early years. Leaders quickly identify and monitor children who may have special educational needs and/or disabilities. Effective support from school leaders and work with outside agencies, if needed, ensures these children can access the curriculum. A high proportion of children exceed their early learning goals at the end of Reception. Children are very well prepared for Year 1.

Inclusion

Strong standard ●

This is a highly inclusive school. Leaders quickly identify the needs of pupils who may need additional support. There is a clear process in place to assess pupils' needs. Leaders have identified an increase in the number of pupils with social, emotional and mental health needs. In response, pupils are taught to identify and manage their emotions. 'Regulation stations' are used effectively in all classrooms. Pupils learn to communicate their emotions

to staff. Staff respond to this with suitable support and interventions. Staff use the sensory room effectively to ensure that pupils quickly return to learning. Leaders train all staff to use this provision effectively. Leaders effectively monitor the impact of this support.

Leaders know each pupil individually. This is especially the case for pupils who are known to children's social care. The support for these pupils ensures that they are thriving both socially and academically at the school.

Staff are aware of the actions highlighted in the strategy to use funding to support disadvantaged pupils. Leaders ensure that these actions are consistently applied across the school. As a result of this clarity, pupils who access the pupil premium funding are improving their reading, writing and mathematical knowledge.

Personal development and wellbeing

Strong standard ●

Leaders have developed a comprehensive and bespoke personal development programme. Careful consideration is taken to ensure that all pupils, including those with special educational needs and/or disabilities (SEND) and those who are disadvantaged, can access this. The programme begins in the early years. Children learn about different religious festivals, such as Diwali and Easter. This helps children to start valuing and respecting diversity. This understanding of diversity and difference develops through key stages 1 and 2 with visits to a mosque and gurdwara. Pupils become empathetic and supportive of each other. They emphatically state that everyone is welcome at the school. Pupils learn how to stay physically and mentally healthy. They understand British values, such as democracy, and can link these to the school values and school life. Pupils know how to stay safe online and in the community.

Pupil leaders play an active role in school and community life. The school council contributes to tangible changes to school life. Examples are changes to the school dinner menu and the addition of football nets at playtimes. Pupil leaders work with the 'Mirfield Respect Programme' to improve the local environment through activities such as litter picking. Pupils in key stage 2 act as role models for younger pupils through paired reading and play leader activities.

Pupils access a wide range of activities to develop their talents and interests. Leaders consider parent and pupil voice when planning these opportunities. Pupils with SEND are fully included in the extra-curricular programme. These activities include sports, baking, eco club and campfire cooking.

Pupils who may need additional pastoral support are identified through the 'wellbeing pathway'. These pupils access the school's internal wellbeing support. Pupils and parents appreciate this support. This helps pupils to feel a sense of belonging at the school.

Expected standard

Achievement

Expected standard 

Most pupils achieve well at the school. Published outcomes for reading, writing and maths at the end of key stage 2, and for phonics at the end of Year 1, show that pupils achieve in line with national averages. Pupils achieve particularly well in reading at the end of key stage 2. Historically, disadvantaged pupils have not done as well as their peers. Most disadvantaged pupils now make positive progress in relation to their starting points. The work that disadvantaged pupils produce, and their knowledge of the curriculum, indicates that they are catching up with their peers. Pupils with special educational needs and/or disabilities achieve well in relation to their starting points. Children in early years and pupils at the end of key stage 2 are well prepared for their next steps in education.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the curriculum. They have rightly identified writing as an area of focus this year. Adaptations to the writing curriculum have had a positive impact on the quality of pupils' writing. The curriculum is well planned in all areas and is broad and ambitious. Teachers adapt the curriculum effectively in response to the needs of the pupils. These adaptations successfully remove barriers so that pupils with special educational needs and/or disabilities and those who are disadvantaged can access the curriculum.

Teachers have suitable subject knowledge. Most of the time teachers make careful choices about what to teach, and when and how to teach it. However, teachers do not consistently use effective methods to check pupils' learning. As a result, sometimes pupils move on to new learning before current learning is embedded.

Leaders are acutely aware of any pupils who have gaps in their knowledge in key areas. Effective support is put in place for these pupils. Their progress is closely monitored. As a result, pupils quickly close the gaps with their peers.

Leadership and governance

Expected standard 

Leaders, including those responsible for governance, have a clear understanding of the school's strengths and areas for improvement. Governors have a comprehensive oversight of their statutory responsibilities, such as safeguarding. Governors support and challenge school leaders effectively when appropriate.

School leaders are role models to staff and pupils. Leaders set and embody high expectations. Staff are very positive about working at the school. Staff feel supported with their workload and wellbeing. The school has, over time, built positive relationships with many parents and carers, and the wider community. Parents praise the way that staff support pupils and the inclusive culture of the school. This effective partnership work helps support pupils typically to achieve well at the school.

Staff have access to a well-considered professional development programme. This programme is directly linked to the school priorities. The generally positive impact of this programme can be seen in the classroom. For example, staff training to apply curriculum adaptations ensures that pupils with special educational needs and disabilities (SEND) can successfully access learning.

Decisions made by school leaders are in the best interest of pupils, particularly pupils with SEND and those who are disadvantaged. An example is the development of the sensory room. The successful use of this positively contributes to the social and academic experiences of these pupils.

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

Pupils thoroughly enjoy coming to school. There is a real 'family feel' that permeates the school. The 'CROWLEES values' are evident in everyday school life. Pupils understand these and can explain how they demonstrate them on a daily basis. The school's ethos has a tangible impact on the positive culture at the school. Pupils feel safe. They know that staff will respond to any concerns they raise. Pupils appreciate the support they receive from staff.

Pupils generally achieve well at the school. This is reflected in outcomes in national assessments. Pupils achieve particularly well in reading at the end of key stage 2. Historically, disadvantaged pupils have not achieved as well as their peers. The work they currently produce shows that disadvantaged pupils are now achieving better than previously. Children in Reception quickly progress towards the early learning goals. They are very well prepared for Year 1.

Pupils' behaviour is excellent in all areas of the school. Pupils are polite and respectful to each other and to staff. As a result, classrooms are positive learning environments. Pupils thoroughly enjoy learning. Bullying is rare. If it does happen, it is dealt with effectively.

All pupils access learning in the 'outside classroom'. Staff use this exciting resource to develop pupils' understanding of the curriculum. For example, Year 5 pupils develop their understanding of life cycles during outside classroom lessons. These opportunities help to foster pupils' love of learning.

The personal development programme is at the heart of the school. From Reception through to Year 6, children and pupils access a range of opportunities that help prepare them for their next stages of education. By the time they reach the end of Year 6 pupils are well prepared for secondary school.

Next steps

- Leaders should ensure that all teachers consistently use effective strategies to check pupils' understanding and ensure that knowledge is embedded before moving on to new learning.

- Leaders should ensure that pupils achieve even better, and that disadvantaged pupils close the attainment gap on their peers.
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About this inspection

The chair of the board of governors in this school is Rev Helen Butler.

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 (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, the chair of governors and three other members of the governing body.

The inspectors confirmed the following information about the school:

This school is registered as having a Church of England religious character. The school is part of the Diocese of Leeds. The school last received a Statutory Inspection of Anglican and Methodist Schools report in September 2024.

The school uses no alternative provision.

Headteacher : Kathy Woods

Lead inspector:

Chris Sergeant, His Majesty's Inspector

Team inspectors:

Zoe Helman, His Majesty's Inspector

Katie North, Ofsted Inspector

Chris Jennings, 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 3 February 2026

School and pupil context

Total pupils

420

Above 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

420

Above 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)

5.24%

Well below 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

2.38%

Close to 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

10.00%

Below average

What does this mean?

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

National average: 15%

Location deprivation

Well below 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	57%	61%	Close to average
2024/25 (revised)	68%	62%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	41%	61%	Below
2022/23 (final)	62%	60%	Close to average

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	78%	74%	Close to average
2024/25 (revised)	90%	75%	Above
2023/24 (final)	66%	74%	Below
2022/23 (final)	77%	73%	Close to average

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	68%	72%	Close to average
2024/25 (revised)	77%	72%	Close to average
2023/24 (final)	61%	72%	Below
2022/23 (final)	65%	71%	Close to average

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	79%	73%	Close to average
2024/25 (revised)	85%	74%	Above
2023/24 (final)	68%	73%	Close to average
2022/23 (final)	83%	73%	Above

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	29%	46%	Below
2024/25 (revised)	S	47%	S
2023/24 (final)	S	46%	S
2022/23 (final)	S	44%	S

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	71%	62%	Above
2024/25 (revised)	S	63%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	62%	S
2022/23 (final)	S	60%	S

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	43%	59%	Below
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23 (final)	S	58%	S

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	50%	60%	Below
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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	29%	68%	-39 pp
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23 (final)	S	66%	S

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	71%	80%	-8 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23 (final)	S	78%	S

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	43%	78%	-35 pp
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23 (final)	S	77%	S

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	50%	80%	-30 pp
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

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 (2 term)	3.2%	5.2%	Below
2023/24 (3 term)	4.0%	5.5%	Below
2022/23 (3 term)	4.4%	5.9%	Below

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 (2 term)	5.2%	13.3%	Below
2023/24 (3 term)	7.1%	14.6%	Below
2022/23 (3 term)	9.9%	16.2%	Below

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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