

# Honley Church of England Voluntary Controlled Junior School

Inspection report

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<b>Unique Reference Number</b>	107712
<b>Local Authority</b>	Kirklees
<b>Inspection number</b>	356221
<b>Inspection dates</b>	7–8 December 2010
<b>Reporting inspector</b>	Brenda Clarke

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 category</b>	Voluntary controlled
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	226
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr J Adams
<b>Headteacher</b>	Mrs J Haigh
<b>Date of previous school inspection</b>	3 October 2007
<b>School address</b>	Jagger Lane Honley, Holmfirth West Yorkshire HD9 6BT
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## Introduction

This inspection was carried out by three additional inspectors. They observed 10 lessons, saw 10 teachers and held meetings with groups of pupils, staff and members of the governing body. Inspectors observed the school's work and looked at documentation including pupils' books, lesson-planning, safeguarding arrangements, plans for future development and the school's data. Questionnaires returned by pupils, staff and the 82 returned from parents and carers, were scrutinised.

- Pupils' attainment on entry to Year 3 and their achievement and progress as they move through the school.
- The rigour of assessment and tracking procedures and how effectively these are used to raise pupils' attainment and progress.
- The impact of recent staff changes in management and the effectiveness of current leaders to drive and sustain improvement.
- Whether the good outcomes for teaching and learning, pupils' personal development, care, guidance and support and safeguarding arrangements reported at the last inspection have been at least maintained.

## Information about the school

The school is average in size compared to schools of a similar type. The proportion of pupils known to be eligible for free school meals is below average. The percentage of pupils who have special educational needs and/or disabilities is above average. Most pupils are White British. Very few pupils are at an early stage of learning English as an additional language. The school has received the Activemark and Silver Artsmark and has gained Healthy School status.

There have been considerable changes in staffing since the last inspection, including recent changes in senior leadership. The school is currently involved in a consultation process to become part of a federation initiative with the local infant school.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a satisfactory school. It has a number of significant strengths. Parents and carers particularly appreciate the 'stimulating, happy and safe environment'. In this nurturing ethos, pupils feel extremely safe and confident and this underpins their good behaviour. Good quality care, guidance and support ensure that all pupils are valued and that the needs of the most vulnerable are met effectively. Attendance is high and most pupils really enjoy school life. Pupils' personal development is good. Pupils contribute fully to the life of the school, for example, as buddies, and play leaders. They take an active part in village life and are highly regarded in the local community. Pupils have a good understanding of healthy lifestyles and many take part in the good range of extra-curricular clubs and sport.

Most pupils enter Year 3 with above average levels attainment. They make satisfactory progress so that by the end of Year 6, attainment remains above average. Teaching is satisfactory with an increasing proportion that is good, but inconsistencies remain. A key strength is teachers' good behaviour management skills which ensure that lessons run smoothly and that relationships are very positive. However, in a minority of lessons the pace of learning is not always fast enough to ensure good progress. Learning activities are not always adapted well enough to meet the needs of different groups of pupils, especially the more-able in mathematics and science.

The curriculum is satisfactory. Provision in reading is strongest because of the effective initiatives used to enhance reading opportunities and to give well-targeted additional support to those who are falling behind. Opportunities for pupils to apply their literacy and numeracy skills across subjects are sometimes missed. The curriculum is enriched by visits to interesting places such as Danelaw Viking Camp. Strong and wide-ranging partnerships with other schools and organisations enrich and extend provision.

Careful, honest self-evaluation and rigorous monitoring of pupils' progress has enabled the acting headteacher and staff to address inconsistencies and to check that most pupils are now making satisfactory or better progress. Recently introduced and effective assessment and tracking procedures provide senior leaders with an accurate picture of strengths in provision and areas for development. Using this information, they have formulated a challenging strategic plan to accelerate pupils' progress, the impact of which can already be seen. For example, the school has identified that more able girls were making less than expected progress in mathematics. Effective strategies to develop girls' confidence levels have enabled them to catch up and most are already working at the higher levels.

During a time of considerable staff change, the new leadership team has maintained high morale for all stakeholders and continuity for pupils. The returned parents' and carers' questionnaires indicated that a very large majority agreed that the school was well led and managed. Leaders, staff and governors work as a cohesive team to rigorously evaluate

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and to set challenging and appropriate priorities for improvement. These factors indicate a good capacity for further improvement.

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

- Accelerate the progress made by all pupils by:
  - embedding fully the recently introduced assessment and tracking procedures to ensure consistent progress across classes and focus support and challenge where weaknesses occur
  - using assessment information more rigorously to ensure that planned activities closely match pupils' differing needs
  - ensuring that curriculum planning includes stimulating opportunities for pupils to apply their literacy and numeracy skills across subjects.
- Improve the consistency of teaching across all classes and in all subjects by:
  - ensuring that the pace of learning is always brisk so that pupils make good or better progress in lessons
  - ensuring that more-able pupils are challenged consistently especially in mathematics and science
  - ensuring that marking and target setting consistently inform pupils of their next steps in learning.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

## Outcomes for individuals and groups of pupils

**3**

Pupils develop mature attitudes to learning so that most concentrate, work diligently and persevere in lessons. Pupils develop good speaking skills, enabling most to address the class confidently when answering questions. Pupils' behaviour is good so that there are few interruptions to learning. They co-operate well with others, listen carefully and share resources. In lessons judged to be good during the inspection, pupils demonstrated high levels of interest and enthusiasm with many volunteering to answer questions.

Overall, progress is satisfactory, so that by the end of Year 6, pupils' attainment is well above average in reading and above in mathematics. Attainment in writing and science is broadly average. Pupils do not always apply a broad range of punctuation when writing nor use paragraphs consistently to give structure to their work. This precludes pupils attaining the higher levels in national tests. Scrutiny of pupils' work in science indicates an over-use of worksheets and the work set is often the same for most pupils. This limits opportunities for the more-able to develop scientific reasoning and to organise their findings independently. Pupils with special educational needs and/or disabilities make satisfactory progress overall. Their progress in reading is good because of the very effective targeted support they receive from staff, parents, carers and pupil peer mentors.

Pupils' personal development is strong and has significant strengths. Pupils get on very well together and younger pupils particularly appreciate the help and support they receive from older pupils, both in the playground and when reading. Pupils are able to reflect

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deeply on their actions and to respond to the needs of others. They have a strong sense of right and wrong and show care and concern for others. Pupils enjoy additional responsibility as members of the school council and take their roles seriously. These factors, together with good basic skills in reading and mathematics, equip pupils well for their next stage of learning.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account: Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>2</b>
Taking into account: Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

Teaching seen during the inspection ranged from satisfactory to good. In the best lessons, teachers ensured that the work closely matched pupils' differing academic abilities. The lessons moved at a good pace because pupils were involved, challenged and interested. For example, in a mathematics lesson, younger pupils worked out totals of finger measurements using centimetres and millimetres. In all lessons, teachers explain clearly the purpose of the lesson so that pupils understand the tasks set. Teachers use educational teaching assistants effectively to support pupils, especially the less-able pupils and those with special educational needs and/or disabilities, enabling them to make progress in line with their peers. Teachers' marking and the use of pupils' personal targets is inconsistent across classes and subjects so that pupils do not always know how to improve their work. The academic guidance that pupils receive is at an early stage of development so that whilst pupils have targets, they do not routinely refer to them in lessons.

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The curriculum meets the needs of its pupils satisfactorily and promotes enjoyment in learning. A good range of enrichment activities effectively give relevance and breadth to learning and grab pupils' attention; for example, visiting a World War Two museum. The curriculum is broad and balanced and includes good opportunities for creative development in art, music and drama. A good programme aimed at pupils' personal development is very effective and contributes significantly to their good personal and social skills. The school is currently moving to a more joined-up curriculum that enables pupils to practise their literacy, numeracy and information and communication technology skills across a range of subjects. This is at an early stage of development and has had too little time to impact on current standards. There is an over-reliance on worksheets in some subjects such as science and history, limiting opportunities for pupils to organise their findings independently in a variety of ways.

The school takes good care of its pupils. There are well-organised arrangements for pupils' care and well-being. Pupils say that there is an absence of bullying and that all adults listen to their concerns. Hence, pupils feel very safe and are happy and confident young people. Vulnerable pupils are identified early and their needs well met. Good relationships between schools and well-thought-out arrangements enable pupils to transfer confidently to the next stage of education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>3</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

The acting headteacher provides strong leadership and is well regarded by parents and carers, staff, governors and pupils alike. Together, with the acting deputy headteacher, she has established rigorous systems for monitoring and evaluating pupils' attainment and achievement and has devised carefully-targeted plans that are speeding up the pace of pupils' progress. Challenging targets, regularly checked and updated, are making teachers more accountable. The acting headteacher and senior managers convey high expectations so that whilst outcomes are currently satisfactory, there is strong evidence of sustained improvement and a whole-staff determination to move forward.

Monitoring of teaching is rigorous, highlighting strengths and leading to actions to enhance teachers' skills where development is required. However, some monitoring, whilst focusing on teachers' skills, pays insufficient attention to the rate and quality of pupils' learning in the lesson. Members of the governing body are committed, well-organised and fully involved in evaluating the performance of pupils and in determining the strategic direction and status of the school.

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The inclusion of all pupils is central to the school's provision. Good arrangements to promote equal opportunities ensure that there is no discrimination, that all pupils participate in all activities and that the progress of different groups is now checked carefully and regularly. The school is well aware that more-able pupils need to make better progress and systematic tracking and teacher accountability is already starting to have an impact. Safeguarding procedures meet all current requirements and safeguarding is well-embedded in the personal and social education curriculum.

Partnerships are strong and contribute significantly to provision; for example, greatly enhancing citizenship opportunities for pupils as they work with younger children or assist with the development of the village play area. Partnerships with parents and carers and other professionals are strong and provide additional expertise to enhance provision. Community cohesion is promoted well. The school knows the socio- and economic context in which it works and has effective links with culturally diverse schools on a local and international level. This contributes significantly to pupils' good understanding of cultural diversity.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Views of parents and carers

Around a third of parents and carers responded to the questionnaire. Many of those who responded took time to write at length to explain their views, most of which were positive. All agree that the school keeps their children safe and the overwhelming majority express positive views about their child's enjoyment of school. The inspectors endorse these views. Very few parents and carers expressed concerns. This indicates high levels of satisfaction with the school's provision.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Honley Church of England Voluntary Controlled Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 82 completed questionnaires by the end of the on-site inspection. In total, there are 226 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	45	55	35	43	2	2	0	0
The school keeps my child safe	41	50	41	50	0	0	1	1
My school informs me about my child's progress	30	37	49	60	3	4	0	0
My child is making enough progress at this school	32	39	46	56	3	4	0	0
The teaching is good at this school	36	44	45	55	1	1	0	0
The school helps me to support my child's learning	26	32	49	60	3	4	0	0
The school helps my child to have a healthy lifestyle	27	33	52	63	1	1	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	27	33	54	66	0	0	0	0
The school meets my child's particular needs	30	37	47	57	1	1	0	0
The school deals effectively with unacceptable behaviour	25	30	50	61	3	4	0	0
The school takes account of my suggestions and concerns	23	28	52	63	2	2	0	0
The school is led and managed effectively	34	41	41	50	3	4	0	0
Overall, I am happy with my child's experience at this school	40	49	39	48	1	1	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



9 December 2010

Dear Pupils

**Inspection of Honley Church of England Voluntary Controlled Junior School, Holmfirth, HD9 6BT**

Thank you for your warm and friendly welcome and for answering all our questions when we inspected your school recently. You spoke so clearly and confidently in lessons and in the interesting meetings we held with you. Most of you really enjoy all that your school has to offer.

Yours is a satisfactory school with some good features. All staff take good care of you. You say there is no bullying, that adults always help you and that you feel very safe in school. You behave well and are polite and friendly. You work hard in lessons and listen attentively to your teacher and other children. Keep this up!

I have asked your acting headteacher, other staff and the governing body to do two important things to make your school better for you.

- Regularly track how well you are doing to ensure that you make faster progress in learning.
- Ensure that you are taught consistently well and know what to do to make your work even better.

We know that you will do your best to help. We send you our very best wishes.

Yours sincerely,

Brenda Clarke

Lead Inspector

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