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7 February 2013

Miss Linda Goodall  
Headteacher  
Honley CE VC Junior School  
Jagger lane  
Honley  
Holmfirth  
West Yorkshire  
HD9 6BT

Dear Miss Goodall

**Requires improvement monitoring inspection visit under section 8 of the Education act 2005 to Honley Church of England Voluntary Controlled Junior School**

Following my visit to your school on 6 February 2013 with Pippa Jenkinson, seconded inspector, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report on the findings of our visit. Thank you for the help you gave us and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in November 2012. It was carried out under section 8 of the Education Act 2005.

**Evidence**

During the visit, meetings were held with the headteacher, the subject leader for mathematics, the special educational needs coordinator, the Chair and vice-chair of the Governing Body and the governor responsible for training, and two representatives of the local authority. The school improvement plans were evaluated.

**Context**

The deputy headteacher retired at the end of last term. A deputy headteacher has been seconded from a local school for the remainder of this academic year. The

governing body has begun the process of recruiting a substantive deputy headteacher.

## **Main findings**

Since the section 5 inspection, the headteacher's clear strategic direction for the school has been enhanced by a positive climate in which staff are embracing opportunities for professional development and getting to grips with improved systems. A significant proportion of teachers are involved in training for leadership at either middle or senior levels and consequently the school's capacity in this area is growing. Although developments are uneven at this stage, increasingly the headteacher is able to devolve responsibilities appropriately for activities such as monitoring pupils' work.

The school is becoming better informed about pupils' learning. An improved system for tracking their progress is in place and, although further development and accuracy is required, assessments are beginning to provide a more secure baseline from which to evaluate learning over time. A review of provision for disabled pupils and those with special educational needs has resulted in a better match between pupils' needs and the support and interventions provided.

In line with the development plan, there is a keen focus this term on improving mathematics. A whole-school themed approach to using and applying mathematical skills has proved stimulating and motivated pupils well. The school recognises that further training is required to enhance teachers' skills in delivering mathematics and to secure greater consistency in methodology.

The governing body is very well informed and provides a high level of challenge to the school, for instance through monitoring progress on planned actions. In seeking to develop further, governors have conducted a skills audit which is helping both to identify training needs and to inform recruitment. In various ways, including through governance, helpful links with the local infant school are developing.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. Following the visit to the school, HMI recommends that further action is taken to:

- secure the accuracy of teachers' assessments so that pupils' progress can be tracked with confidence, challenging targets set and any underachievement identified rapidly
- ensure that training in teaching mathematics is effective and that the impact of this is monitored.

Ofsted will continue to monitor the school until its next section 5 inspection.

## **External support**

The local authority moved quickly to second a deputy headteacher on the retirement of the substantive deputy headteacher. In response to the headteacher's clear view of staff training requirements, the local authority is working closely with the school on an integrated approach to developing both teachers' classroom practice and their leadership skills. This is already paying dividends as is evident in the development of a coherent approach to monitoring the delivery of mathematics. The local authority has secured a National Leader of Governance to work with the governing body. Through the local partnership of schools, and in conjunction with the local authority, a mentor has been identified to support the headteacher.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Kirklees and the Diocese of Wakefield.

Yours sincerely

Jane Austin  
**Her Majesty's Inspector**