

# Honley Church of England Voluntary Controlled Junior School

Jagger Lane, Honley, Holmfirth, West Yorkshire, HD9 6BT

**Inspection dates** 30 April 2014–1 May 2014

<b>Overall effectiveness</b>	Previous inspection:	Requires improvement	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Overall, the achievement of pupils is good because the great majority make good progress from a range of different starting points. The standards pupils reach in reading, writing and mathematics by the end of Year 6 are generally above average.
- The quality of teaching is nearly always good, with examples of outstanding practice. As a result, pupils enjoy learning and make good progress, as evidenced by the good quality of work in their books.
- Teachers assess the quality of pupils' work well. This, combined with close working partnerships with teaching assistants, ensures less able pupils and those with disabilities and special educational needs make good progress.
- Pupils enjoy coming to school. 'I sometimes wish school was open at the weekends', commented one pupil. This enjoyment is clearly reflected in their good attitudes and behaviour both inside and outside the classroom, which help them to make good progress and achieve well.
- Pupils say they feel very safe and well cared for because: 'School is such a friendly place it is feels like home'.
- The headteacher's and senior leaders' close working partnership with the governing body has brought about significant change at a fast pace. They have raised both the quality of teaching and pupils' achievement across the school since the previous inspection.

### It is not yet an outstanding school because

- The most able pupils make slightly less progress in mathematics than in English because the work set is not always sufficiently challenging.
- Teachers' marking and feedback does not consistently give pupils sufficient guidance on how to identify the next steps needed to improve their work.
- Whilst middle leaders' roles are now more clearly defined, they do not yet offer senior leaders as much support in leading and managing the school as they could.

## Information about this inspection

- The inspection team observed 19 lessons and parts of lessons taught by teachers and support staff. Lesson observations were undertaken jointly with the headteacher of a single lesson, as well as parts of several other lessons. The inspection team also listened to pupils from Year 3 and Year 6 read and examined, with the deputy headteacher, the quality of work in the books of pupils from across the school.
- The inspection team held meetings and had discussions with pupils, the headteacher, members of the senior leadership team, including the special educational needs coordinator (SENCO) middle leaders, and the Chair of the Governing Body. They also held telephone discussions with two representatives from the local authority.
- The inspection team took into account the views of 34 parents who responded to the on-line questionnaire (Parent View). They also took into account the views of seven other parents who met informally with the inspection team at the school gate.
- The inspection team studied health and safety documentation, teachers' planning, documents relating to the procedures to check the performance of staff, pupils' attendance data and the school's system for checking pupils' progress.

## Inspection team

Marian Thomas, Lead inspector

Additional Inspector

Ben Cox

Additional Inspector

Doreen Davenport

Additional Inspector

## Full report

### Information about this school

- The school is an average-sized primary school.
- The vast majority of pupils come from families of White British heritage, with a small number from other minority ethnic groups.
- A lower than average proportion of pupils are eligible for support through the pupil premium, which provides additional funding for pupils known to be eligible for free school meals and those in the care of the local authority.
- The proportion of pupils with special educational needs supported through school action is in line with the national average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is lower than the national average.
- Last year the school met the government's current floor standards which are the minimum expectations for pupils' attainment and progress.
- Since the last inspection, there have been several changes in staff including the very recent appointment of a permanent deputy headteacher.

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

- Accelerate the most able pupils' achievement in mathematics by ensuring that work set is always sufficiently challenging to enable this group to make the fastest progress of which they are capable.
- Improve the quality of teaching and learning by improving the consistency in the quality of marking and feedback so that it always gives pupils a clear understanding of what they need to do to improve both the content and presentation of their work.
- Improve the quality of leadership and management by extending the role middle managers play in supporting the leadership team in improving the quality of teaching and the achievement of pupils.

## Inspection judgements

### The achievement of pupils is good

- In 2013, standards in reading and writing for pupils at the end of Year 6 were above average. Standards in mathematics were slightly lower. Although some pupils joined the school with higher than average attainment the majority made good progress overall. This is because the school carries out rigorous checks on pupils' attainment when they arrive at the school and build well on these starting points.
- School data shows that currently Year 6 pupils are making good and better progress in English and mathematics and are on course to make greater gains than last year from a range of starting points. This represents good achievement overall.
- The most able pupils in Year 6 are currently making good and better progress in English and a small group are currently receiving extra support and tuition with the expectation that they will reach the higher Levels 5 and 6 in this year's national tests.
- Progress for the most able in mathematics is slightly slower than in English because work set in some classes is not always sufficiently challenging and as a result some pupils' progress slows.
- 'I enjoy reading *Captain Underpants* books best. I recently read two in a weekend', 'I often get lost in a book at home' are just two of the comments made by Year 6 boys demonstrating their love of reading which also feeds into their leisure time. The well-stocked school library promotes reading well and has contributed to an increase in reading scores.
- Pupils' achievement in both writing and mathematics has improved since the last inspection and standards in both subjects have risen. Pupils' overall progress in mathematics is improving but has been slower to improve than in English. This is because pupils have larger gaps in their learning, due in some part to changes in staffing, leading to a lack of continuity and uneven progress.
- The progress of pupils who are known to be eligible for free school meals dipped last year. However, school data shows that they are currently making good and better progress and there are few gaps in the attainment of this group in English and mathematics when compared to that of all other pupils. This is due to the more effective use of the pupil premium funding. The school now uses this to provide extra support to boost pupils' achievement through one-to-one and small group sessions.
- The excellent work of the school's special educational needs coordinator (SENCO) ensures disabled pupils and those with special educational needs achieve well. Their extra needs are clearly and quickly identified and the support put in place enables them to make good progress overall.
- The vast majority of parents feel that the school enables their children to make good progress both academically and socially. Those spoken with during the inspection unanimously praised the work of staff and senior leaders.
- Pupils from other ethnic groups make equally good progress to their peers, clearly demonstrating the school's continuous commitment to ensuring every child has an equal opportunity.

### The quality of teaching is good

- School records and evidence in pupils' books support the school's and the inspectors' view that the quality of teaching has improved and that pupils' progress is good.
- Recent training undertaken by all staff has improved teachers' confidence in teaching mathematics. A greater emphasis on ensuring mathematics is taught across the curriculum has increased opportunities for pupils to use and apply their mathematics skills in a variety of different ways and has improved standards.
- Reading skills are well promoted across the school. As a result, progress in reading is good and

pupils of all abilities develop a love of reading.

- 'I love learning new things because our teachers make lessons fun' commented a younger pupil. Information about how well pupils are doing is used well to plan the majority of future learning. As a result, work set accurately meets the needs of the majority of pupils, enabling them to make good progress.
- This effective matching of work to pupils' needs could clearly be seen in an English lesson where Year 6 pupils were practising their grammar and punctuation skills in preparation for forthcoming national tests. The teacher, assisted by a pupil, demonstrated the relevant punctuation using hand signals. As well as causing much merriment and laughter, the actions reinforced the correct use of punctuation well. This was clearly demonstrated in the excellent work produced in pupils' books.
- The quality of the work carried out by support staff is good. Teaching assistants work closely with teachers, effectively supporting pupils' learning both in the classroom and in groups. As a result, pupils who need extra help with their learning make the same good progress as others in the school.
- Pupils' work is mostly marked diligently. However, the school's marking policy is not fully adhered to and so it is not always clear to pupils how they can improve their work. Also, opportunities are not consistently provided for pupils to correct and improve their work. As a result, errors are repeated and progress slows.

### **The behaviour and safety of pupils** are good

- The behaviour of pupils is good.
- Pupils show caring and friendly attitudes to each other, staff and visitors and learning is infrequently interrupted by incidents of difficult behaviour.
- A caring approach to all is promoted throughout the school. Older pupils take pride in their roles as playground buddies and sports coaches ensuring younger pupils settle quickly into school life, as well as promoting participation in a wide range of sporting activities.
- Most pupils are keen and eager to learn and show highly positive attitudes to their work. However occasionally, when teaching does not entirely capture pupils' full attention, behaviour dips.
- Parents who completed the on-line questionnaire, Parent View, hold the view that behaviour in school is good and that their children are safe and happy.
- School records show that no pupils have been permanently excluded over the last three years. Incidents of difficult behaviour are few because of the effective way in which the behaviour policy is applied consistently across the school.
- Attendance is currently above the national average for similar schools and has continued to rise for the last three years. This is due to the good relationships forged with parents and senior leaders' strong focus on improvement.
- The school's work to keep pupils safe and secure is good.
- Pupils say they feel safe and that staff through, for example, information and communication technology safety training give good levels of help and guidance to stay safe whilst accessing the internet both at school and at home.
- Pupils spoken with were clear about the different forms bullying can take. They feel incidents happen infrequently and they are clear about where to turn should a confrontation occur inside or outside school.

### **The leadership and management** are good

- The headteacher has an excellent understanding of the school's strengths and areas in need of further improvement. She has, in partnership with the newly appointed deputy headteacher and

SENCO, brought about much change in a short period of time. Their clear and focussed plan for improvement is shared by both staff and governors. As a result, the quality of teaching and achievement of pupils have both improved since the previous inspection.

- Leaders, including the governing body, have a clear plan for future improvement. Senior leaders have accurately identified those areas of the school's work which are in need of improvement and have set effective targets to reach their goals.
- As a result of the good leadership of teaching and learning, the quality of teaching has continued to improve, as evidenced by the improvement in the standards achieved by pupils in reading and writing and the good progress seen in pupils' books.
- The role middle leaders should play in supporting senior leaders has become more clearly defined. However, they are not yet contributing as much as they could, through, for example, regularly checking the quality of teaching in their subject, to further accelerate the achievement of pupils.
- The headteacher ensures performance targets for staff link directly to pupils' achievement and targets within the school's improvement plan. Checks on the performance of staff are undertaken regularly and this information is now being used to make decisions on teachers' pay.
- The school's curriculum is well organised and subjects are clearly linked. Planned changes to the curriculum are in place ahead of the national deadline. Enrichment activities, such as the myriad of lunch time and after-school clubs, including drama, street dance and cookery, and residential trips enhance learning by offering pupils opportunities and experiences away from the classroom. Activities undertaken on a recent residential trip for Year 6 pupils to an outward bound centre were described by one pupil as: 'The most exciting time I have ever had'.
- Lessons in religious education, personal and social education and art and design promote pupils' good spiritual, moral, social and cultural understanding.
- The school has used its allocation of the primary school sports funding effectively to increase pupils' access to a diverse variety of different sports and improve their skills in for example, cricket, dance and gymnastics. Training offered to staff by the sports mentor has enabled staff to improve their skills and knowledge in teaching Physical Education and this has contributed to pupils' healthy lifestyles.
- The local authority has much confidence in the leadership skills of the headteacher and support offered has been guided by her perception of the school's needs.
- **The governance of the school:**
  - The Chair of the Governing Body has a very clear understanding of the school's strengths and areas in need of improvement. All governors bring a range of skills and experience to the governing body, which they update through regular training. They have developed a clear understanding of pupils' achievement through their interpretation and understanding of national data and offer senior leaders good levels of support and challenge in their quest to bring about further improvement.
  - Governors have also developed an effective system for checking the performance of all staff which rewards good teaching and addresses underperformance. They manage the pupil premium funding prudently and this careful management has enabled them to support eligible pupils well. Safeguarding procedures and policies meet current requirements.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107712
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	442199

This inspection of the school was carried out under section 5 of the Education Act 2005.

<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>	256
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michael Kilroy
<b>Headteacher</b>	Linda Goodall
<b>Date of previous school inspection</b>	20 November 2012
<b>Telephone number</b>	01484 222800
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