

# Healey Junior, Infant and Nursery School

Healey Lane, Batley, West Yorkshire, WF17 8BN

**Inspection dates** 23–24 October 2012

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Although leaders have raised the quality of teaching across the school, it is not leading to all pupils achieving well because not enough lessons are good or outstanding.
- Pupils' attainment and progress are improving in reading and writing, but the improvement in mathematics is not as strong. Pupils are not sufficiently confident when doing mental calculations, or in using their mathematical knowledge to solve problems.
- Teachers do not always ensure that work is carefully matched to pupils' abilities. In lessons, teachers do not always make the best use of teaching assistants to guide pupils' learning.
- A significant number of pupils in Year 1 find the work difficult because they do not have the skills to make the leap to more formal learning; their achievement is not good enough.

### The school has the following strengths

- The exceptional leadership of the headteacher has turned the school around. The leadership team have brought stability to the school. Together with the governing body, they are making good progress and successfully tackling weaknesses in teaching and pupils' achievement.
- The good provision in the Nursery gives children a very good start to their school career.
- Teachers manage pupils' behaviour well; as a result, behaviour is good. Pupils enjoy school and learning. Attendance is above average.
- Excellent relationships have been established with parents, allowing them to become more involved in their children's education.

## Information about this inspection

- Inspectors observed 24 lessons, of which two were joint observations with senior leaders. In addition, the inspection team made a number of other short visits to lessons.
- Inspectors sampled the work of pupils of different ages and abilities alongside the headteacher.
- Meetings were held with three groups of pupils, the Chair of the Governing Body, other governors and staff, including senior and middle managers, and a representative of the local authority.
- Eight parents responded to the online questionnaire (Parent View). Inspectors also took account of the responses of 72 parents to the school’s own survey of parents’ views.
- Inspectors observed the school’s work, and looked at a number of documents, including the school’s own data on pupils’ current progress, planning and monitoring documentation, records relating to behaviour and attendance, and documents relating to safeguarding.

## Inspection team

Katharine Halifax, Lead Inspector

Additional Inspector

Jennifer Firth

Additional Inspector

Stephen Rigby

Additional Inspector

## Full report

### Information about this school

- This is larger than average-sized school serves an area on the outskirts of the town.
- The proportion of pupils known to be eligible for the pupil premium is well above average.
- The proportion of pupils supported through school action is above average. It is broadly average for pupils supported through school action plus or with a statement of special educational needs.
- Just over a half of the pupils are from minority ethnic groups. Of these, almost all are of Pakistani heritage. A small number are from India or Eastern Europe. A higher than average proportion is learning English as an additional language.
- By Year 6, the school does not meet the current floor standards set by the government for pupils' attainment and progress.
- The school has experienced considerable staffing changes, particularly in key posts, over the past three years. The current headteacher has been in post for almost two years.

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

- Raise the quality of teaching to good or better by:
  - planning and providing tasks that are carefully matched to pupils' abilities
  - making maximum use of teaching assistants
  - making better use of information and communication technology to support pupils' learning.
- Raise pupils' attainment and accelerate progress in mathematics by:
  - improving teachers' understanding of the subject
  - providing more short, rapid question and answer activities for pupils to work out the answers in their head
  - ensuring that in all classes, pupils have opportunities for mathematical investigations and problem-solving activities
  - providing more opportunities for pupils to extend their mathematical understanding in subjects such as geography, history, science and design technology
  - securing the leadership of the subject.
- Raise the achievement of pupils in Year 1 who are not yet ready for the National Curriculum by:
  - incorporating the principles of the Early Years Foundation Stage curriculum into their learning
  - providing more opportunities for pupils to extend their learning through indoor and outside play activities.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Most children enter the Nursery class with poor social skills, with a very scant understanding of the sounds that letters make, and of the world around them. As a result of the good curriculum and good teaching, they make good progress, especially in communication and in their understanding of the wider world. A significant number of children join the school in the Reception class. For many their skills on entry are low. Although these pupils make good progress, they do not reach the expected levels for their age by the end of the year.
- Progress in Year 1 requires improvement. Almost 40% of the pupils have not had the benefit of nursery education and do not have the necessary skills to make the leap to the National Curriculum. As a result they find the work set too difficult and their achievement is not as good as it could be.
- Daily phonics sessions (the linking of letters to the sounds they make) is contributing to improving progress in reading. By Year 2, pupils are acquiring the skills to help them read unfamiliar words, but too many pupils use the illustrations in books to give them clues instead of trying to use their knowledge of the sounds that letters make.
- Throughout the school, pupils' achievement is increasing. While attainment remains below average and the school has yet to meet the government targets, by Year 6 the percentage of pupils reaching the expected standard for their age is rising year-on-year. This is particularly so in English, where the proportion is almost at the national average. Pupils are more confident writers and know how to write in different styles. They enjoy reading and older pupils have favourite authors and use their skills to read information books.
- Progress in mathematics is not accelerating at such a fast pace because teaching varies between classes. Some teachers lack confidence in teaching the subject. Consequently, pupils have difficulty working out answers in their head, to reason how they arrived at an answer, and in using their mathematical knowledge to tackle problems in everyday life.
- Small group work, work with the learning mentor and good quality support from teaching assistants are raising the achievement of pupils who are entitled to the pupil premium funding; some pupils have made two years progress in one year in reading, writing and mathematics. These successful strategies are also narrowing the gap between girls and boys in writing and between the achievement of Pakistani boys and their peers. Pupils of Indian heritage achieve well.
- Additional support in lessons, classes to bridge gaps in learning, and high quality small group sessions, where pupils are withdrawn for additional help with their learning, have brought about some remarkable progress for disabled pupils and those with special educational needs. Their achievement is equal to their classmates.

### The quality of teaching

### requires improvement

- The quality of teaching has improved considerably since the previous inspection. Teaching in the Early Years Foundation Stage is good. All teachers have readily undertaken professional development and this is reflected in their practice.
- Good or better teaching was seen in many classes. Teachers now have higher expectations of what pupils can achieve. In all classes, teachers manage behaviour well. They accurately and carefully check how well pupils are doing. Marking is of a good quality. Teachers plan their work conscientiously, but occasionally they provide the same activity for all pupils. This means those who learn more slowly become frustrated, and those who learn more quickly find the work too easy. While many teachers make good use of information and communication technology to encourage and inspire pupils, occasionally opportunities are missed to use the technology to further improve pupils' learning.
- Teachers are helping pupils to catch up, particularly in English. For example, all teachers are confident in promoting pupils' ability to speak confidently and to listen carefully. This has

contributed to accelerating their progress in writing. Furthermore, pupils broaden their literacy skills in other subjects and this is contributing to their better progress in reading and writing. However, pupils are not catching up as quickly in mathematics because not all teachers are confident teaching this subject. Opportunities for pupils to undertake mathematical investigations or to solve problems are not readily available in some classes. Sometimes new mathematical vocabulary is not explained well, and occasionally incorrect terms are used and this causes misunderstandings. Opportunities are missed for pupils to use their mathematical knowledge in other subjects.

- Teaching assistants have benefited from a significant amount of training to improve their skills. However, they are still underused in some lessons. This is especially so in phonics sessions where the teacher sometimes takes the whole class, meaning all pupils are working at the same level.
- All staff work together very successfully to promote pupils' social and moral development. Equally, they plan and provide for their spiritual and cultural development. For example, younger pupils gasped in awe at examples of stunning Egyptian sunsets prior to creating work in the style of Matisse.

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

- Inspection findings endorse parents' views that behaviour is good. Children in the Early Years Foundation Stage are enthusiastic about learning and try hard. They move confidently around the different areas of the classroom and interact well with each other. For example, children chattered away as they worked in the construction area building a tower together.
- The headteacher has taken swift action to improve behaviour which deteriorated after the last inspection. All staff now follow the school's agreed system and behaviour is now good in lessons and at play. In the past, lessons were regularly disrupted by inappropriate behaviour. While there is still the odd incident, pupils' learning is not disrupted. Pupils are polite and show respect for each other, pupils from all backgrounds work and play well together.
- New systems introduced most successfully by the leaders, and better communication with parents, have seen attendance rise considerably from well below average to above average. Pupils recognise the importance of good attendance and strive to win the 'best attenders class of the week'.
- Pupils have a good understanding of how to keep safe, particularly when using the internet. They say that with the improvement in behaviour, the school is a much safer place. The school's records show that previous instances of racism and of bullying, such as verbal abuse and threatening behaviour, have been wiped out.

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

- The headteacher has accomplished a remarkable amount during her short time in post. She recognised the school had been through a turbulent period with three different headteachers and considerable staff difficulties. Management responsibilities have been reviewed and redistributed, and the leadership team is driving the school forward at a considerable rate.
- High-quality professional training and the introduction of robust performance management, by the current headteacher, has raised the quality of teaching and staff aspirations. This, coupled with the much-improved behaviour and attendance, is resulting in a significant increase in pupils' rate of progress in all classes. However, pupils are not catching up as quickly in mathematics because the leadership of the subject has been uncertain and teachers have not had the guidance they needed.
- Leaders keep a tight check to ensure all pupils and staff have equality of opportunity in all the school offers. Data is used to good effect to ensure pupils in danger of falling behind receive support. Teachers are now held to account for the progress their pupils make. The progress of pupils eligible for the pupil premium has been accelerated by well thought through plans and

spending on the appointment of a learning mentor, additional support to provide individual targeted tuition, and a more relevant reading scheme for pupils who need to catch up.

- The support provided by the local authority has been useful in monitoring what is happening in school. Termly visits to determine the school's progress are valued by leaders. However, the support to resolve staffing difficulties swiftly has not always been as effective.
- Considerable changes have been made to the curriculum. More emphasis is now given to English and mathematics and this is leading to pupils' better achievement. However, while pupils have plenty of chances to practise their reading and writing in other subjects, there are not enough opportunities for them to improve their mathematical skills.
- The Early Years Foundation Stage curriculum reflects the latest requirements. Very good use is made of the Nursery outdoor area, although the outdoor area for Reception children is not used quite so well for imaginative play. The curriculum in Year 1 is not always meeting the needs of all pupils.
- Creative use is made of 'topic time' to inspire pupils and to promote their spiritual, moral, social and cultural development. For example, pupils in Years 5 and 6 studying the Titanic showed great maturity as they considered the impact of raising the Titanic on the relatives of those who perished.

■ **The governance of the school:**

- Members of the governing body have a good understanding of what is happening in the school. Training over the past two years has enabled governors to ask relevant questions and to set challenging professional targets for the headteacher. They ensure the professional targets for teachers lead to pupils' better attainment. Members of the governing body have a clear picture of teaching and have dealt boldly with some very difficult staffing decisions. They now have a far better understanding of the school's data, which enables them to ask pertinent questions of the leadership team. The finances of the school are monitored closely and governors check that the spending of pupil premium funds has a positive effect on pupils' progress. They are resolute in ensuring the school fulfils its requirements to safeguard and protect all pupils, including those whose circumstances make them potentially vulnerable.

## 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>	107638
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	400927

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>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	404
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Zainab Rajah
<b>Headteacher</b>	Louise Kavanagh
<b>Date of previous school inspection</b>	21 April 2010
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