

# Honley High School

Station Road, Honley, Holmfirth, West Yorkshire, HD9 6QJ

**Inspection dates** 18–19 September 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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

- Students, including those who are eligible for the pupil premium, are not making the progress of which they are capable across a range of subjects.
- More-able students are not attaining consistently the highest grades at GCSE.
- Too much teaching is not consistently good enough to eradicate the pockets of underachievement which exist.
- Teachers do not always plan lessons so that work is set at the right level. As a result, they do not consistently challenge and engage all students so that they achieve the highest grades of which they are capable.
- Students are not given sufficient opportunities to work independently to develop their own reasoned ideas and arguments.
- Teachers do not always check how well students are learning in lessons and so are unable to adjust their teaching to meet students' needs.
- The sharing of best practice in teaching in the school is not being shared fully for the benefit of all teachers.
- Whole-school monitoring and evaluation processes and systems for the tracking of students' performance are not yet being consistently applied across the school.
- Not all subjects are allocated a sufficient amount of teaching time at GCSE.

### The school has the following strengths

- Senior leaders and governors have a clear focus on the school's priorities and what needs to be done to become a good school.
- Overall, students who are disabled or who have special educational needs make good progress because of the well-targeted support they receive.
- Students attain good results in their GCSE examinations. This is because they have positive attitudes to learning, are keen to do well and much of the teaching is good or better.
- Students enjoy school, as demonstrated by their high attendance and good behaviour.
- Students are developing good reading and writing skills because teachers focus on these aspects during lessons.

## Information about this inspection

- Inspectors observed 42 part lessons, of which four were joint observations with senior leaders. Inspectors observed senior leaders feeding back on the quality of learning and students' progress in lessons.
- Meetings were held with senior and middle leaders, groups of students from all year groups, the Chair of Governors and two other governors. The lead inspector also met with a representative of the local authority.
- Inspectors took into account the responses of 93 parents to the online questionnaire (Parent View) and the views of one parent who communicated with the lead inspector via the Inspection Provider. They also considered the views of staff, including those expressed in the 32 responses to the staff questionnaire.
- Inspectors reviewed school documentation, including performance data, records relating to attendance and behaviour, responses to the school's questionnaires for parents and carers, and the school's development plans and evaluations. They also looked at samples of students' work. The school's central record of checks on staff was also scrutinised.

## Inspection team

Michael Maddison, Lead inspector	Her Majesty's Inspector
Wendy Ripley	Her Majesty's Inspector
Mark Evans	Her Majesty's Inspector
Christine Addison	Additional Inspector
Paul Copping	Additional Inspector

## Full report

### Information about this school

- The school is larger than the average-sized secondary school. In recent years the number of students on roll has fallen. This year, though, the number of students entering Year 7 has risen.
- The proportion of students from minority ethnic groups is below average, as is the proportion of students who speak English as an additional language.
- The proportion of students supported through the pupil premium, which provides additional funding for children in care of the local authority, pupils known to be eligible for free school meals and children from service families, is below the national average.
- The proportion of disabled students and those who have special educational needs supported through school action is above average. The proportion who are supported at school action plus or with a statement of special educational needs is below average.
- A small number of students are educated in part-time off-site alternative provision through the Kirklees Collegiates and Kirklees Consortium. Plans are in place for all alternative courses to be provided on-site by the school from September 2014.
- The school hosts a specially resourced provision for students with special educational needs. This unit caters for 25 students who have been diagnosed as having an autistic spectrum disorder.
- The school meets the government's current floor targets, which sets the minimum expectations for students' attainment and progress.
- The school's deputy headteacher is currently the acting headteacher. A new headteacher has been appointed and he will take up his post in January 2014 when the acting headteacher will return to her substantive deputy headteacher role.

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

- Ensure consistency in attainment and higher achievement for all students, especially those eligible for the pupil premium and the more able, by making sure that all teachers:
  - plan lessons so that work set is at the right level
  - consistently challenge and engage all students so that they attain the highest grades possible
  - give more opportunities for students to work independently so that they are less reliant on the direction of their teachers
  - regularly find out how students are progressing in lessons and then adjust their teaching accordingly
  - maximise the sharing of best practice in planning, teaching and assessment between departments so that inconsistencies in students' performance are addressed.
- Develop leadership and management further by ensuring that the processes for whole-school monitoring and evaluation, and the revised systems for the tracking of students' performance, are fully embedded, and consistently applied across the school so that all staff:
  - are regularly held to account for the quality of their teaching
  - can routinely demonstrate the direct impact of their work on students' achievement.
- Review the organisation of the curriculum to ensure that all subjects receive sufficient time so that students are able to achieve the grades of which they are capable.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Achievement requires improvement because, taking account of their prior attainment, students do not make as much progress as they should across some areas of the curriculum. In particular, some more-able students in a number of subjects, including English and mathematics, are not attaining consistently the highest grades of which they are capable.
- Across all subjects, students do not achieve as they should because lessons are not always planned appropriately to challenge them and to support their individual learning needs. As a result, in too many lessons seen by inspectors progress was not good enough.
- Attainment at GCSE is too variable and in the last three years students' results have been inconsistent in a number of subjects including mathematics, French, geography and physical education. Whereas attainment in this period has improved in history and Spanish, in science it has actually declined.
- Overall, the proportion of students attaining five or more GCSE subjects at grades A\* to C is high and well above the national average. In 2013, the school attained its best ever results on this measure.
- Students' attainment in English and mathematics, and in a number of other subjects, is also high.
- Students who are eligible for the pupil premium are doing better. However, the gaps between this group and those who are not eligible are not closing fast enough. Although the proportion of pupil premium students making expected progress in English is in line with that for those who are not eligible, this is not the case in mathematics. In this subject, the gap is much too wide and actions to close it are not yet having sufficient impact.
- The achievement of students who are disabled or who have special educational needs is improving and overall they make good progress. This is due to some well-targeted high quality work by their teachers and by other adults who support them.
- Students grow in confidence and competence in reading and writing as they move through the school. This is because many teachers actively promote these skills through their teaching.
- In recent years, the school has entered students early for mathematics in the winter of Year 11. Success has been mixed and this policy is currently under review.
- The small number of students who are educated in off-site alternative provision are closely monitored and make expected progress, especially those undertaking GCSE photography.

### The quality of teaching

### requires improvement

- Although much of the teaching seen during the inspection was good or better, too much teaching requires improvement because it is not consistently good enough to eradicate the pockets of underachievement which exist.
- In lessons where teaching requires improvement, teachers do not plan well enough so that work set is at the right level. As a result, lessons do not fully challenge these students, especially the more able, and engage them so that they are able to achieve the grades of which they are capable.
- In too many lessons, questioning by the teacher does not encourage the students to develop their thinking skills which slows their progress. In addition, students are given insufficient time to work independently and develop their own reasoned ideas and arguments. For example, in a Year 7 history lesson, students did not develop their knowledge and their understanding sufficiently because the teacher did not provide opportunities for students to think about, discuss and debate what they were learning.
- The quality of feedback by teachers to students is variable. Students commented on a range of strategies which were used by some but not all teachers to help them understand how to

improve. However, some noted how little oral and written feedback they received.

- In the weaker lessons, teachers did not find out frequently enough how well students were progressing in their learning so that they could adjust their teaching accordingly. As a result, students' progress was hindered.
- Nevertheless, there is a core of good and outstanding teaching which promotes effective learning, develops positive relationships and allows students to make a strong contribution to their own learning and progress.
- In the very best lessons teachers used their good subject knowledge well to extend students' understanding of their work, probe their thinking and encourage them to reflect on what they are learning. In these lessons, all students made good, and some made outstanding, progress.
- There is much good practice in planning, teaching and assessment across the school. However, it is not being maximised to the benefit of all teachers in all departments so that inconsistencies in students' performance can be eradicated.

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

- Students enjoy school as seen in their high attendance and their good behaviour. Evidence from parents, carers and students suggests that the good behaviour seen during the inspection is typical of the behaviour of students over time.
- Students commented that they get on well together and that behaviour out of lessons is generally good. Inspectors did observe some boisterous behaviour at lesson change over times especially at locations in the school where high numbers of students wished to pass through areas where narrow corridors converged. Staff are deployed at these points and senior leaders are aware of the importance of ensuring smooth transitions at all times of the day.
- The school has clear and well-understood procedures for dealing with poor behaviour and students noted that they are applied consistently by most teachers.
- Behaviour in lessons is good. The small number of instances of poor behaviour observed by inspectors in lessons was dealt with promptly, though most were directly linked to setting work which was not at the right level.
- Most students have positive attitudes to learning. They are keen to do well and enjoy working collaboratively. They are friendly and were keen to share their views of the school with the inspection team.
- Students say they feel safe and good arrangements for those attending off-site alternative provision seek to ensure their safety while out of school.
- Vulnerable students and those who are attached to the Autistic Spectrum Disorder unit are well supported in their learning. Inspectors observed careful and effective help being provided for these students in mainstream lessons so that they made good progress in their learning.
- Students know about different types of bullying, such as cyber-, racist- and homophobic-bullying. They were clear that bullying is rare and that when it occurs it is dealt with promptly and effectively by staff.
- Students participate in and enjoy a wide range of extra-curricular provision including visits, sport, music and drama activities and clubs. Many of these take place at lunchtime. These opportunities effectively enrich students' spiritual, moral, social and cultural development, as does the school's links with the Royal Shakespeare Company.

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

- The acting headteacher, her senior colleagues and governors have high expectations and provide the school with purposeful leadership. Their commitment to improving the achievement of students is shared by middle leaders who are becomingly increasingly well-focused on improving standards in the areas for which they are responsible.
- Self-evaluation is realistic and thorough, and senior leaders have a clear picture of the strengths

and areas for improvement across the school. They have a thoughtful and coherent approach to school improvement which has already brought considerable benefits, notably in improvements in students' attainment and achievement as well as their behaviour and attendance.

- Whole-school systems for monitoring and evaluating the performance of staff and the effectiveness of their teaching are in place, as is a revised system for tracking students' performance in their learning. These processes are not yet embedded and being consistently applied across the school. As a result, they are not having the full impact desired. Nevertheless, they are already helping senior leaders to gauge effectively the success of staff in their work in relation to the quality of their teaching and the impact they have on students' achievement.
- The effectiveness of their actions, and their awareness of and determination to improve teaching further to eradicate inconsistencies in attainment across subjects and pockets of underachievement, provides strong evidence of the capacity of senior leaders and governors to bring about further improvement.
- The leadership of teaching and learning is having a positive impact on raising students' achievement. Teaching is monitored and the performance of staff is well managed and appropriately linked to the Teachers' Standards. Monitoring information is used to make sure that there is a fair approach to pay progression for staff.
- Leaders have taken appropriate action to address weaker teaching and to provide focused professional development for staff. Nevertheless, the sharing of best practice within the school has not been fully maximised to the benefit of all teachers.
- The safety and welfare of all students are a high priority and safeguarding procedures meet current requirements.
- The curriculum is good because it ensures that individuals have a range of practical, cultural and academic experiences that prepare them well for the next stage of their education. Although all students are entered for GCSE Religious Education, senior leaders acknowledge that insufficient curriculum time is allocated to this subject.
- **The governance of the school:**
  - Is good.
  - The governing body knows the school well through a system of committees and monitoring procedures. They regularly discuss the school's performance data and provide effective challenge for senior leaders. They keep a close watch on the impact the pupil premium funding is having on improving outcomes for eligible students.
  - Link governors to departments within the school have helped to keep the rest of the governing body well informed on the progress these departments are making, as well as providing an additional level of challenge for middle leaders.
  - Governors are well informed about the quality of teaching and performance management. They are fully aware of how salary progression is linked to outcomes for students and are involved in the decisions when some staff do not progress.

## 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>	107763
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	427334

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

<b>Type of school</b>	Secondary
<b>School category</b>	Community
<b>Age range of pupils</b>	11–16
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	1222
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jan Wallis
<b>Headteacher</b>	Heather Rogers
<b>Date of previous school inspection</b>	30 March 2011
<b>Telephone number</b>	01484 222347
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