

Healey Junior Infant and Nursery School

Healey Lane, Batley, West Yorkshire, WF17 8BN

Inspection dates 2–3 July 2014

Overall effectiveness	Previous inspection:	Requires improvement	3
	This inspection:	Requires improvement	3
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

- Pupils do not always make consistently good progress. As a result they do not always reach the standards they are capable by the end of Year 6.
- Not all pupils read sufficiently or understand fully what they are reading to secure higher standards in reading.
- The most able pupils are not always challenged sufficiently. Pupils generally are not always required to think really deeply about the work they do or the questions teachers ask them.
- Leaders do not always check closely enough that all pupils achieve well in every lesson.
- Teaching is not yet of the consistently high standard needed to secure good progress for all pupils, particularly the most able and those who have special educational needs.
- Teachers do not always use the information they have from assessments to check that work is appropriately matched to the needs of all pupils. Neither do they always check that pupils use the advice from marking to subsequently improve their work.
- Pupils do not confidently apply what they have previously learnt when facing new work and are not always clear about the level of work expected from them by the end of each lesson.

The school has the following strengths

- School leaders know what to do to improve pupils' achievement quickly. They have taken rigorous actions to move the school forward by eradicating any inadequate teaching.
- Most pupils are now making at least the progress expected of them in reading, writing and mathematics, and an increasing number are making good progress. The standards pupils are attaining are now close to average in all subjects.
- Pupils supported by pupil premium funding often make good progress. The headteacher and governors have used this funding well and carefully evaluate the value for money it provides.
- The behaviour of pupils around the school and in lessons is good. The school's work to keep pupils safe and secure in school is also good.

Information about this inspection

- Inspectors observed 19 lessons, five of which were observed jointly with the headteacher and the acting deputy headteacher. In addition, inspectors made other visits to classes, looked at pupils' work and listened to a number of pupils read.
- Meetings were held with pupils, the Chair of the Governing Body and two other governors, the headteacher, senior leaders, middle managers and subject leaders. While there was no direct conversation with a representative from the local authority, inspectors looked at the monitoring reports from this representative.
- Inspectors observed the school's work and looked at a number of documents, including the school's evaluation of its own performance, the school's own data on pupils' progress, planning and monitoring documentation, and the records of how the school uses its funding, especially the pupil premium and primary school sports funding. Records relating to behaviour and attendance and documents relating to safeguarding were also taken into consideration.
- There were 50 responses to the online questionnaire (Parent View). Inspectors took account of the views of parents who contacted inspectors during the inspection and 22 responses from staff who completed Ofsted's staff questionnaires.

Inspection team

Rajinder Harrison, Lead inspector

Additional Inspector

Gill Curtis

Additional Inspector

Terry Bond

Additional Inspector

Full report

Information about this school

- This is an above average-sized primary school.
- Over a half of the pupils are from minority ethnic groups. Of these, almost all are of Pakistani heritage. A higher than average proportion of pupils speaks English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action and school action plus is average, as is the proportion with a statement of special educational needs.
- The proportion of pupils eligible for the pupil premium is above average. (The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.)
- The school has had a significant number of staff changes in the last year including at senior leadership level.
- The school is working with National Leaders of Education from Batley Parish Church of England Voluntary Aided Junior and Infant School and Field Lane Junior, Infant and Nursery School, Batley, to support school improvement.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.

What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better in order to raise the achievement of all pupils by ensuring that:
 - teachers have higher expectations, particularly of the most able pupils and those who have special educational needs
 - teachers use information from assessments to accurately match work that is appropriately challenging for all pupils
 - all teachers ask questions that make pupils think more deeply about their learning and understand how to improve their work
 - pupils understand clearly what they have to achieve in each task that they do and respond to teachers' marking and advice by improving subsequent work
 - pupils apply consistently and confidently what they have learnt previously to extend their learning further
 - pupils have more opportunities to read at school and at home and understand what they are reading.
- Improve the effectiveness of leadership and management by ensuring that:
 - senior leaders, including subject leaders, check that all pupils make good progress in their learning and build successfully on what they already know and can do in every lesson
 - where teaching still requires improvement, teachers act on the advice they receive from leaders to improve their practice urgently.

Inspection judgements

The achievement of pupils

requires improvement

- While most pupils are now making at least the progress expected of them, weaknesses in teaching in the past have resulted in variable progress over time and not all pupils have achieved as well as they could have.
- Children start in the Nursery or Reception classes with skills that are below and sometimes well below those typical for their age, particularly their personal and social and communication skills. While they make good progress in their personal and social skills because these are fostered well, they are often still below average in most areas of learning when they enter Year 1.
- Current assessments by the school and early indications from the national assessments and tests, suggest that standards are rising, although pupils' progress is still not consistently good in every year group and every subject. However, almost all pupils this year have made at least the progress expected of them from their starting points and many pupils in Key Stage 2 have successfully made up lost ground from previous years because more of the teaching this year has been good. From the work seen during the inspection, pupils in Years 2 and 6 are currently working at levels in reading, writing and mathematics that are slightly below those expected for their age.
- Improvements in the teaching of mathematics, particularly in mental calculations, have resulted in an increasing number of pupils now making good progress, particularly at the end of each key stage. Standards in reading and writing are not significantly lower, but fewer pupils are attaining at the higher levels because not all pupils apply their basic skills in spelling, grammar and punctuation accurately when reading and writing.
- The teaching of phonics (linking sounds and letters), which begins in the Early Years Foundation Stage, is good, and reading skills are extended effectively through Key Stage 1. However, pupils in Key Stage 2, who did not have this same quality of phonics teaching when in Key Stage 1, are not always as confident in tackling new vocabulary and spelling words accurately when tackling writing tasks. A few pupils say that they do not read regularly at home or school. A number, while able to read well, do not fully understand what they have read and so do not achieve well.
- The progress made by disabled pupils and those who have special educational needs is inconsistent and this holds back their attainment. Their achievement is improving through better provision this year, particularly for their pastoral support. From their wide-ranging starting points most are making the progress expected of them, but few make good progress.
- The most able pupils are not always challenged sufficiently and so while some do attain at the higher levels at the end of Year 2 and Year 6, the proportions are still significantly lower than those found nationally.
- The achievement of pupils eligible for the pupil premium funding, including those known to be eligible for free school meals, is generally good. Through the effective support they receive most make good progress. The gap between the attainment of these pupils and that of their classmates has closed considerably by the end of Year 6. Their overall attainment is now about two terms lower than that of other pupils in the school.
- Because of the improved procedures to check on pupils' progress at least every six weeks and the necessary support put in place to help them make at least expected if not better progress, the school's effectiveness in promoting equality of opportunity has improved. The most able pupils and those with special educational needs, however, are not yet fully challenged to also achieve their best.

The quality of teaching

requires improvement

- Teaching requires improvement because not enough of it is consistently good and there are weaknesses. For example, teachers' expectations of pupils are not always high enough, the most able are not always challenged sufficiently and pupils do not always understand what they have to do to achieve well in their tasks. Older pupils particularly, who have gaps in their learning

from previous years, have not achieved as well as they should and high staff turnover has hampered pupils' consistently good progress.

- Checks on pupils' progress are not always used effectively to plan work that challenges all pupils appropriately. Where insufficient time is given to discuss new learning, and question and answer sessions are too brief to deepen pupils' understanding, pupils sometimes struggle to complete work to a high standard. Pupils generally persevere under these circumstances and behave well, but occasionally a few become less well engaged and so do not achieve all that they should.
- The quality of marking in pupils' books, while often good, varies too much. Where it is good, pupils understand what they need to do to improve and respond well. However, particularly where teaching requires improvement, marking is less effective, pupils take little notice of it and so subsequent work does not improve enough. Over time, this results in pupils making insufficient progress.
- The work in pupils' books shows many examples, particularly where teaching is good, where pupils have tried their best, but it also reflects where pupils have not taken sufficient care to work neatly and accurately or produced sufficient work in the time given.
- While pupils contribute enthusiastically during the reading activities led by teachers, not all pupils read sufficiently at home or on their own at school to extend their skills further and so attain higher standards. Also, they sometimes read material that they do not understand and so struggle to answer comprehension questions accurately.
- In contrast, where teaching is consistently good, teachers focus strongly on raising achievement. Good planning and organisation make learning interesting, purposeful and challenging and teachers have high expectations of pupils. Probing questions that deepen pupils' understanding encourage pupils to think about their learning and build successfully on what they already know and can do. Consequently, because pupils have sufficient time to discuss their work, they make good progress. For example, pupils enjoyed composing poems to perform to the class and worked hard to think of interesting and amusing ideas to act out with dramatic effect. Similarly, pupils were fascinated in discovering how shadows grow or shrink when they moved the light source and were entranced by being able to mix colours to make new tones and shades.
- Improving the teaching of mathematics has been a priority this year and standards have improved because pupils enjoy the challenge of 'mental maths' where quick and accurate responses are required. Standards in writing continue to improve because pupils have good opportunities to write in other subjects to extend their skills.
- Positive relationships between teachers, teaching assistants and pupils result in classrooms where pupils are confident to ask for help if they need it and where they are not afraid to make mistakes. They are eager to learn, particularly through practical tasks that encourage them to extend their skills by exploring further.
- Teaching assistants are generally well skilled in supporting pupils and do so effectively by providing good stability, particularly for pupils who find learning difficult. The trusting relationships they form with all staff support their personal and social development well.
- Pupils supported through pupil premium funding receive good personalised support and so achieve well. Checks on their progress are particularly vigilant and additional help is organised promptly when there is a risk of any pupil falling behind. While pupils who have special educational needs are identified early and their progress is checked closely to identify the specific help they need, because of the previous shortcomings in teaching, some of the older pupils have yet to make up all the gaps of their learning.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' good manners and eagerness to learn contribute effectively to the school's ambitions to make the school good. Pupils have a positive attitude to school and most try hard to do well. Behaviour is managed effectively throughout the school, with odd lapses being dealt with promptly.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe, like their

teachers and know who to go to if they are upset or worried at school.

- Pupils form good relationships with staff and with each other. There is a strong sense of 'belonging' and harmony among different groups of pupils and pupils show kind regard for those who are different to them. For example, pupils are very accommodating of pupils who sometimes need additional help and willingly help each other in lessons and around the school.
- Pupils enjoy playing games together and sensibly use the range of equipment available to them in the playground to devise team games that everyone can join. Monitors help by taking responsibility for tidying away and ensuring everyone plays safely. Pupils know that they need to exercise regularly to keep fit and healthy and many enjoy the various sporting activities the school provides through clubs and other events.
- Pupils have a good understanding of different forms of bullying and say such incidents are rare. Pupils are confident that if such incidents did occur, teachers would deal with them immediately. They also know about the dangers of social network sites and cyber-bullying and how to use the internet cautiously. Their understanding of aspects such as drug and alcohol abuse and road safety is good. They know what to do to keep safe outside school and conduct themselves well.
- Parents who completed the Parent View questionnaires were mostly very positive about pupils' behaviour and the school's documents indicate that parents have seen a marked improvement in pupils' behaviour in the last year.
- Attendance is broadly average and improving. Pupils like being at school and the school does everything it can to encourage pupils to attend regularly and to arrive on time. The breakfast club provides a good incentive for some to be early and have a healthy start to their school day.

The leadership and management are good

- The headteacher, governors and senior leaders have established a happy, safe learning environment where behaviour is good and standards are rising. Pupils want to be at school and they want to achieve well. With greater stability in staffing and the establishment of a good senior leadership team highly ambitious for its pupils, the school is well placed to move forward quickly.
- The senior leadership team, supported by governors, has an accurate view of the school's performance and knows what needs to be done to improve further.
- Many of the senior leaders and subject leaders are relatively new to their roles but are eager to make the changes necessary to help all pupils achieve well. Assessment procedures are rigorous, pupils at risk of falling behind are identified early and given the support they need to catch up quickly and inadequate teaching has been eradicated. These improvements indicate that the leaders' capacity to make further improvements is good.
- The school's systems for checking the quality of teaching and pupils' progress are good. Leaders know the areas where the school performs well and where more needs to be done to bring about further improvements. Plans to tackle underperformance are robust but occasionally, leaders do not focus sufficiently on how well different groups of pupils achieve in individual lessons and so some pupils do not always make the progress they should, particularly, for example, the most able pupils.
- The headteacher and senior leaders use data about pupils' progress and the school's priorities to set teachers demanding targets. These targets are clear that unless pupils make acceptable progress, there will not be any increases in salary. Teachers' performance is checked closely by leaders. Where underperformance occurs, teachers receive relevant support or training to help them improve their practice. Leaders know that more needs to be done to secure consistently good teaching and so the school is working with outstanding partner schools to help teachers share good practice.
- Pupils' spiritual, moral, social and cultural awareness is developed well through a wide range of trips, visits and other activities including residential stays. Pupils come from diverse social, cultural and religious backgrounds and work together amicably, and this mutual respect ensures good relations both in lessons and socially.

- The curriculum meets the needs of most pupils effectively. The focus on calculation and number skills this year has had a marked impact on raising standards in mathematics and pupils regularly practise their writing skills through work in other subjects. Pupils enjoy learning through practical activities but opportunities are missed for pupils to design investigations and solve problems by applying what they already know confidently in new situations.
- The new sports funding is used well to provide additional activities, such as golf and gymnastics to enrich pupils' physical education both in lessons and after school. Pupils have good opportunities to use sports facilities in other settings and sports coaches work alongside teachers to build capacity for more diverse sports provision long term.
- Parents who responded to Parent View were generally very happy with the school. A few raised concerns about aspects such as homework but the school has a regular timetable for homework that includes regular reading. The staff questionnaires were largely positive and most staff feel the school has improved significantly in the recent past.
- The local authority representative provides support that is much valued by the headteacher and senior leaders particularly in reviewing the school's performance and identifying areas for improvement.
- **The governance of the school:**
 - The governing body is made up of both new and experienced governors, who bring a range of skills and expertise to their roles. They are very ambitious for the school and its community and are realistic about the school's current performance. They have a good understanding of how to interpret pupil achievement data and how this analysis determines improvement priorities. For example, they recognised that results in mathematics in 2013 were poor and so recruited an experienced mathematics leader to bring about improvements urgently.
 - Governors know about the quality of teaching, how teachers' pay is related to this and how the school tackles underperformance. They have high expectations of all staff and hold leaders to account if improvements are not realised.
 - Governors have made good use of the pupil premium funding and the primary sports funding to bring about lasting improvements that benefit pupils effectively. Governors check that any actions the school takes to make improvements have the intended impact on pupils' achievements and challenge any setbacks immediately.
 - Governors ensure that the school meets all current safeguarding requirements to keep pupils safe.

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

Unique reference number	107638
Local authority	Kirklees
Inspection number	442219

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	393
Appropriate authority	The governing body
Chair	Zainab Rajah
Headteacher	Louise Kavanagh
Date of previous school inspection	23 October 2012
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