

# Healey Junior Infant and Nursery School

Healey Lane, Batley, West Yorkshire WF17 8BN

## Inspection dates

21–22 September 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Require improvement
Early years provision	Inadequate
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is an inadequate school

- Leaders and governors have not checked whether all staff are suitable to work in the school. They have placed children at an unacceptable level of risk. As a result, safeguarding arrangements are not effective.
- Leaders and governors have an inaccurate view of the school's strengths, weaknesses and overall effectiveness. They do not monitor the quality of teaching and pupils' learning and progress closely enough.
- The school's improvement plans do not provide a secure starting point for tackling long-standing weaknesses in the quality of teaching and outcomes for pupils.
- The governing body does not fulfil its core statutory functions. Over time, governors have failed to challenge leaders and hold them robustly to account.
- For too long the quality of teaching, learning and assessment and outcomes for pupils have required improvement. Leaders and governors have not done enough to ensure that Healey School gives its pupils an acceptable standard of education.
- Attendance is below the national average and too many pupils are persistently absent.
- Leaders do not make effective use of additional funding to improve the learning and progress of disadvantaged pupils.
- Early years provision is inadequate because safeguarding arrangements are ineffective.
- The local authority has not acted decisively, or effectively enough, to improve the quality of education at Healey School.

### The school has the following strengths

- Since the last inspection, there has been a marked improvement in pupils' behaviour. Some older pupils show great pride in helping others and are excellent role models.
- The teaching of phonics has improved. Year 1 pupils are making faster progress in developing their phonics knowledge and skills.
- Pupils enjoy reading and love books. The most able pupils read fluently and confidently.
- Pupils trust the adults who care for them and say that they feel safe in school.
- Middle leaders are making an increasingly effective contribution to school improvement.

## Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

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

- As a matter of urgency, ensure that safeguarding arrangements are effective, by:
  - implementing systems for checking the suitability of staff to work in the school in line with safer recruitment and Department for Education requirements
  - implementing a robust monitoring system to guarantee that all required checks on staff are in place and the school's record of checks is complete and up to date.
- Rapidly improve the effectiveness of leadership, management and governance by ensuring that:
  - leaders and governors have an accurate and comprehensive understanding of the school's strengths and weaknesses
  - improvement plans are sharply focused on the school's key weaknesses and regularly and robustly reviewed and updated
  - leaders and governors closely monitor the quality of teaching and the progress that all groups of pupils make and act quickly and decisively where improvement is needed
  - performance management is used to drive improvement in teaching, accelerate pupils' progress, especially that of disadvantaged pupils, and hold teachers and leaders more rigorously to account.
- Improve the quality of teaching, learning and assessment and increase the progress that pupils make, especially disadvantaged pupils and the most able, by ensuring that:
  - assessment information is used effectively by teachers to plan learning activities which are closely matched to pupils' interests and levels of ability
  - pupils know how well they are doing and understand how to take the next step in their learning.
- Improve attendance and reduce levels of persistent absence by:
  - identifying pupils with increasingly poor or irregular attendance
  - intervening quickly and effectively to secure improvement.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

An external review of the school's use of pupil premium funding should be undertaken in order to assess how this aspect of leadership and management may be improved.

## Inspection judgements

### Effectiveness of leadership and management

### Inadequate

- Leaders and governors have not ensured that all staff are suitable to work in the school. Crucially, they have not checked whether teachers are subject to a prohibition order which would prevent them from working in a school. This means that leaders and governors have placed children at risk.
- Governors have not discharged their core statutory functions because they have not ensured that safeguarding arrangements, including the school's record of safeguarding checks, meet statutory requirements.
- Leaders have an inaccurate view of the school's overall effectiveness and the strengths and weaknesses in the quality of education and outcomes for pupils. Checks on the quality of teaching, for example, are superficial because leaders do not give enough weight to the impact of teaching on pupils' learning and progress.
- Similarly, leaders do not use the monitoring information that they collect to drive improvement in the quality of teaching, learning and assessment. Action plans do not focus on the aspects of teachers' practice which require improvement, and systems for checking the impact of leaders' actions are weak. As a result, the quality of teaching, learning and assessment and outcomes for pupils continue to require improvement.
- Leaders do not keep a close enough eye on the learning and progress of different groups of pupils, for example disadvantaged pupils, the most able pupils and those who have special educational needs and/or disabilities. The school's use of the pupil premium is ineffective and the governing body's oversight of this additional funding is poor. Although there has been some improvement, in too many year groups disadvantaged pupils do not do as well as other pupils in reading, writing and mathematics.
- Similarly, although leaders have used the school sports funding to provide training for teachers, improve physical education (PE) resources and increase the number of clubs and competitions, they have not checked whether these actions have increased pupils' participation or attainment in PE and sport.
- The school's curriculum is new and it is too early to evaluate its effectiveness. The assessment of pupils' learning and progress in subjects other than English and mathematics is weak. As a result, leaders do not have a clear view of how well pupils are doing in a wide range of subjects. Conversely, however, pupils' spiritual, moral, social and cultural development is promoted effectively. As a result, pupils are polite and respectful and are developing their knowledge and understanding of people who are different. This prepares them well for their lives as citizens in modern Britain.
- Teachers value the continuing professional development that they receive. However, leaders and governors do not use performance management well enough to improve teachers' practice. Senior and middle leaders, in particular, are not held to account robustly enough for improving pupil outcomes.
- Since his appointment in April 2015, the headteacher has worked hard to build a cohesive staff team who are committed to pupils at Healey School. Parents spoke positively to inspectors about the changes made since the headteacher was appointed. For example, improvements in pupils' conduct and behaviour are clearly evident in the school's monitoring records, in lessons and at breaktimes and lunchtimes.

- Middle leaders are new and many are inexperienced. However, the impact of their work, for example on pupils' interest and enjoyment of reading, can already be seen.
- The school may not appoint newly qualified teachers.

### **Governance of the school**

- The governance of the school is not effective.
- Governors have not ensured that all statutory safeguarding requirements are met because they do not know whether all teachers are suitable to work in the school. Although rectified by the end of the inspection, this failure placed pupils at an unnecessary and unacceptable level of risk.
- Governors have a weak understanding of the school's effectiveness. The governing body does not receive sufficiently detailed reports and information about important aspects of the school's performance. Governors have not challenged the headteacher and senior leaders and, as a consequence, do not hold them to account with the robustness required to secure rapid improvement.
- Governors' oversight of additional funding, especially the pupil premium, and its impact on the learning and progress of disadvantaged pupils is poor. Governors do not know how effectively this funding has been used or, critically, how it will be used in the future to improve outcomes for disadvantaged pupils.
- Governors have not ensured that the school meets the Department for Education's requirements on the publication of information.
- External support has lacked the urgency and effectiveness needed to tackle the school's long-standing weaknesses. The local authority has failed to challenge leaders about their overgenerous view of the school's effectiveness, even when there has been limited evidence to support the assertions that leaders have made.

### **Safeguarding**

- The arrangements for safeguarding are not effective because leaders and governors have failed to check whether all staff are suitable to work in the school.

## **Quality of teaching, learning and assessment**

## **Requires improvement**

- Teachers do not use assessment consistently well to plan learning activities which are closely matched to pupils' levels of ability and, consequently, enable them to make fast progress in their learning and development. For example, the most able pupils are not challenged to extend or deepen their learning through reasoning or problem-solving activities in mathematics.
- Sometimes, teachers do not spot when pupils are finding the work too hard or too easy, or when they lose interest and drift 'off task'. As a result, some pupils do not make fast enough progress.
- Teachers have consistently high expectations for pupils' conduct and behaviour. Occasionally, however, pupils do not apply themselves well or work with positive attitudes because teachers do not set tasks which are suitably interesting or challenging.
- At times, teachers and other adults do not give pupils clear enough explanations or show them how to take the next step in their learning. Occasionally, teachers and other adults do not use questioning well enough to help pupils to develop their skills and improve their understanding. As a result, valuable learning time is lost and some pupils make slower progress.

- The quality of feedback that teachers give to pupils is inconsistent and it does not help pupils to improve their knowledge, skills and understanding or apply what they are learning in new ways.
- The teaching of phonics has improved since the last inspection. As a result, Year 1 pupils are making faster progress in developing and using their phonics knowledge and skills. Similarly, pupils' interest in reading and love of books has increased as a result of better resources and a strong, school-wide drive for improvement. The most able pupils now read frequently and with understanding.
- Some teachers tackle misconceptions in pupils' understanding well. In mathematics, errors and misconceptions are picked up and addressed quickly and, as a result, pupils develop their confidence in mathematics and use their mathematical knowledge more fluently and accurately.

## Personal development, behaviour and welfare

## Requires improvement

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.
- At times, when the work set is not well matched to their levels of ability, pupils lose interest and 'switch off'. Equally, some pupils lack confidence in communicating about what they are thinking and learning. Pupils' attitudes to learning and the development of their social communication skills are not consistently well promoted.
- Pupils say that they feel safe in school and know how to keep healthy and stay safe. They understand the importance of healthy eating and regular exercise. Importantly, pupils have a good understanding of how to stay safe when using computers and the internet.

### Behaviour

- The behaviour of pupils requires improvement because levels of attendance are below the national average for primary schools. Too many pupils have poor or irregular attendance, which holds back their personal development, learning and progress. Levels of attendance of disadvantaged pupils are lower than for other pupils in the school and nationally.
- Pupils are polite and respectful and conduct themselves well throughout the school day. They understand what is expected of them and willingly follow direction from teachers and other adults.
- The school's monitoring information shows that there has been a marked improvement in pupils' conduct and behaviour. Records show that there has been a reduction in incidents of challenging behaviour and lessons are now rarely interrupted by low-level disruption.
- Some older pupils take great pride in helping others, for example in the dining room and during outdoor play. They are excellent role models for younger pupils, who value the support and direction they give.

## Outcomes for pupils

## Require improvement

- Outcomes for pupils require improvement because, over time, pupils do not make consistently strong progress from their different starting points in English, mathematics and a wide range of other subjects.
- The most able pupils and those who have special educational needs and/or disabilities do not make consistently strong progress. In 2016, while some of the most able Year 6 pupils made fast progress and achieved high scores in reading, writing and mathematics, others did not. Equally, some of the most able pupils in Year 2 did not make fast progress or exceed the expected standard in reading, writing and mathematics by the end of key stage 1.
- Historically, and in 2016, pupils' attainment in reading, writing and mathematics at the end of Year 6 was low when compared to the national averages. Over time, the attainment of disadvantaged pupils has been much lower than that of other pupils nationally. Recently, in some subjects and in some year groups, these differences between disadvantaged and other pupils have been diminishing. However, this is not consistently the case across all year groups and in a wide enough range of subjects.
- In 2016, the proportion of pupils achieving the expected standard in phonics by the end of Year 1 increased significantly. The proportion of disadvantaged pupils achieving this standard also increased. Disadvantaged pupils and the most able pupils read fluently and with confidence, showing interest and understanding.
- While the attainment of Year 6 pupils was low when compared to the national averages for reading, writing and mathematics in 2016, the progress that pupils made from their different starting points was close to the national averages. In 2015, in reading and mathematics, rates of progress were much lower than the national averages.

## Early years provision

## Inadequate

- Leaders and governors have not ensured that all staff are suitable to work in the school. Consequently, safeguarding is not effective, statutory welfare requirements are not met and the early years provision is inadequate.
- From starting points which are below the age-expected level, most children make progress which is comparable with other children nationally. The proportion of children reaching a good level of development by the end of the Reception Year has increased since the last inspection.
- Typically, disadvantaged children do not do as well as other children. Additional funding is not used effectively and, as a result, these children do not receive the extra help that they need to make fast progress and be well prepared for the next stage of their education.
- Leaders have a clear view of the strengths, weaknesses and overall effectiveness of the early years provision. However, they do not evaluate the impact of their actions on children's learning and progress with enough precision or depth to identify the things that are making a positive difference to children and those that have less impact.
- Children behave well, play energetically and learn cooperatively. Well-planned activities in the indoor and outdoor areas capture and hold children's interest and support their

learning and development. At times, learning activities do not challenge some of the most able children.

- Leaders have a good understanding of children's starting points because they work closely with parents and assess children's knowledge, skills and understanding well. Parents say that they are fully involved in their children's learning.

## School details

Unique reference number	107638
Local authority	Kirklees
Inspection number	10012037

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 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	416
Appropriate authority	The governing body
Chair	Adrian Farrow
Headteacher	Richard Dodd
Telephone number	01924 326 386
Website	<a href="http://www.healeypri.kgfl.dbprimary.com">www.healeypri.kgfl.dbprimary.com</a>
Email address	<a href="mailto:office.healeyjin@kirkleeseducation.uk">office.healeyjin@kirkleeseducation.uk</a>
Date of previous inspection	2–3 July 2014

## Information about this school

- The school does not meet requirements on the publication of information about the curriculum, pupil premium, physical education and sport premium, provision for children with special educational needs and/or disabilities and governance on its website.
- Healey Junior, Infant and Nursery is a larger than average primary school.
- The proportion of pupils who are eligible for the pupil premium (additional funding for pupils who are known to be eligible for free school meals and those looked after by the local authority) is much higher than the national average.
- Just under half of pupils are from White British backgrounds. A similar proportion are from Asian or Asian British backgrounds, mainly Pakistani and Indian. The proportion of pupils who speak English as an additional language is much higher than the national average.
- The proportion of pupils who need support for their special educational needs and/or disabilities is lower than average. The proportion of pupils who have a statement of



special educational needs or an education, health and care plan is similar to the national average.

- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

## Information about this inspection

- Inspectors observed teaching and learning on both days. They also spoke to pupils and examined the work in their books.
- Meetings were held with pupils, senior and middle leaders, three governors (including the chair of the governing body) and a representative from the local authority.
- Inspectors considered 14 responses recorded on Parent View (Ofsted's online questionnaire), including 14 free text responses, and spoke to parents informally before school and at the end of the school day.
- Inspectors examined documents relating to governance, self-evaluation, school improvement planning, pupils' progress, attendance, behaviour, the curriculum and safeguarding.

## Inspection team

Nick Whittaker, lead inspector	Her Majesty's Inspector
Sue Birch	Ofsted Inspector
Alison Ashworth	Ofsted Inspector

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