

Inspection of Howden Junior School

Hailgate, Howden, Goole DN14 7SL

Inspection dates: 10 and 11 November 2021

Overall effectiveness **Good**

The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

The new headteacher has made impressive changes at Howden Junior School. Pupils think these changes have made it a better place to learn and all pupils can do well now. Teachers expect pupils to do their best.

Behaviour has got better. Pupils want to learn. They promote the right to be safe, the right to learn and the right to be valued. Pupils look forward to special Friday lunch and enjoy it when their class achieves the lunchtime award. Pupils say that cyber-bullying has sometimes happened after school. They learn about acceptable behaviour online. They say that they understand what to do if cyber-bullying happens.

There is a wide range of after-school clubs that many pupils attend. Pupils take part in local art and music events. This makes the school a big part of the community. Pupils know how to stay safe when they learn how to cross the road, ride a bicycle or use the internet.

Parents and carers support the new headteacher and like the changes he has made. They say that their children learn more now and behave well. Teachers go out of their way to help their children to learn. Parents say, 'there is a real buzz about the place.'

What does the school do well and what does it need to do better?

Learning to read is important in this school. The leader for reading has made considerable changes to the reading curriculum since the previous inspection. Some pupils are still learning to decode words. They have lessons to help them read fluently with books that match the sounds they know. Teachers introduce new sounds that pupils repeat and write in their workbooks.

Everyone loves the new library. There is a broad range of books from which pupils can choose. These books interest and motivate pupils to read more. A diverse range of books is used in daily reading lessons. In these lessons, teachers explain how to answer questions about the texts well.

A system for teaching mathematics is in place. The next steps pupils need to take across each year group are set out. Leaders view pupils' learning of mathematical vocabulary as essential. Pupils use practical resources and mental arithmetic to support them in becoming competent mathematicians. Leaders have changed the way in which teachers deliver mathematics lessons. The new way of working is not yet embedded. Teachers do not always teach mathematics in a correctly sequenced order. They repeat too much of what pupils already know, so pupils are not always challenged. Leaders need to make sure that mathematics lessons challenge pupils appropriately.

The leader for pupils with special educational needs and/or disabilities (SEND) identifies the barriers pupils have. Teachers make appropriate adaptations. Staff provide a wealth of support that helps pupils with their social and emotional needs. This makes sure that pupils with SEND access the same lessons as their peers.

The curriculum for foundation subjects is ambitious. Subject leaders are knowledgeable and passionate about their subjects. They manage their subjects well. Teachers check regularly what pupils can remember. In some lessons where the sequence of learning is disjointed, starting points for pupils are too broad. Some pupils cannot remember what they have learned.

Pupils learn how to be good citizens. They uphold the school's values of 'care, curiosity, courage and community'. Pupils take part in a variety of activities across the curriculum. They vote for school council members. Pupils discuss their rights at the beginning of the year. In class and assemblies, pupils learn about prejudice and the celebration of difference.

Pupils feel safe in school. Visitors, such as the police and fire services, help pupils to understand about the world of work. High-quality resources and religious stories help pupils to learn knowledge of the different world faiths. High attendance ensures that pupils are able to access the curriculum offer fully. They do not miss any valuable learning opportunities.

Governors have taken decisive action to improve the school. This has been successful. Governors know that they have a responsibility to safeguard pupils. They check regularly that safeguarding procedures are effective.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make relevant safety checks on all adults in school. Leaders have a comprehensive training programme in place to train adults in all safeguarding areas. Adults know how, and where, to record any concerns that may arise. A strong pastoral team provides guidance and help for families who need additional support. Leaders engage well with external agencies. This means that pupils receive a range of professional support.

The curriculum includes raising awareness of personal, emotional and online safety. Pupils learn about the risks they may face in and outside school. They learn how to seek help and support if necessary.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some foundation subjects, such as French, the teaching sequences in lessons are not designed to help pupils remember what they have learned. Some pupils

do not retain new learning because lesson content is too broad. Leaders need to further evaluate how curriculum plans are sequenced to make sure that pupils are able to retain the knowledge that they require.

- In mathematics, the work that teachers set for some pupils is not sufficiently challenging. This means that some pupils are repeating things that they already know and can do. Some pupils lose momentum in their learning. Leaders need to ensure that the work that teachers set in the mathematics curriculum accurately matches pupils' ability and identifies their next steps in learning.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	117854
Local authority	East Riding of Yorkshire
Inspection number	10200677
Type of school	Primary
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	205
Appropriate authority	The governing body
Chair	Julie Palmer
Headteacher	Lee Hill
Website	www.howdenjuniors.co.uk
Date of previous inspection	21 and 22 February 2018, under section 5 of the Education Act 2005

Information about this school

- Since the previous inspection, a new headteacher is in post.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

This was the first routine inspection the school had received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with school leaders, and have taken that into account in their evaluation.

- Inspectors held meetings with the headteacher, subject leaders and other staff. An inspector met with the local authority officer and the chair of the governing body.
- Inspectors looked in detail at four subjects – reading, mathematics, science and modern foreign languages (French). They talked to leaders and teachers about their curriculum plans. They also talked to pupils about what pupils knew and remembered in these subjects. They looked at pupils' work and visited lessons.

- Inspectors met with leaders with overall responsibility for safeguarding and looked at school records. They also scrutinised the single central record.
- Inspectors considered 28 responses to Ofsted’s staff questionnaire and 90 responses to Ofsted’s Parent View questionnaire, including 61 free-text responses.
- Inspectors talked to pupils to gather their views on school life. They also talked to parents.

Inspection team

Lesley Allwood, lead inspector

Ofsted Inspector

Elaine Watson

Ofsted Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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Textphone: 0161 618 8524
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