

# Inspection of Honley Church of England (Voluntary Controlled) Junior, Infant and Nursery School

Jaggar Lane, Honley, Holmfirth, West Yorkshire HD9 6BT

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Inspection dates: 6 and 7 February 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Requires improvement

## **What is it like to attend this school?**

'Love for learning, learning for life' is the vision at the heart of this inclusive school. The school works hard to extend this ethos into the local community. Parents and carers value the community spirit and caring nature of the school. Pupils are happy and enjoy coming to school each day.

Staff know pupils and their families well. They look after pupils and make sure that they feel safe. Pupils say that they can talk to a trusted adult if they have a problem. Pupils learn the principles of good behaviour. They respond well to the school's expectations. Positive relationships are at the heart of the school community. Staff encourage pupils to share their opinions. Pupils take pride in their learning and they typically achieve well.

Pupils with special educational needs and/or disabilities (SEND) enjoy all aspects of school life, including the range of extra-curricular visits and activities that they are offered. Pupils speak enthusiastically about the experiences in which they take part. These include competing in cross-country running events, playing the ukulele and working with the wider community. Pupils value taking on leadership roles, such as those of sports leaders and members of the care crew. Children are proud to take on these leadership responsibilities that support younger pupils and promote care and respect for their school.

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

Leaders have established a broad and well-sequenced curriculum. The curriculum is ambitious for all pupils. Teachers demonstrate good subject knowledge. In a minority of curriculum subjects, the selection of some teaching approaches does not enable pupils to learn specific knowledge as well as they do in others.

Reading is an ongoing priority for the school. The school recognises its importance and is committed to ensuring that children receive the best provision. There is a focus on learning to read at the earliest stages of school life. On occasions, reading support is not sufficiently focused to narrow gaps in reading quickly enough for some pupils.

A love of reading is promoted through the sharing of books. Reading for pleasure is a focus across the school. In early years and key stage 1, this includes daily story times and events such as weekly 'show and read'. All classes have well-stocked book areas, and the school has a library that is used well by pupils. Links with a local bookshop encourage a love of reading and provide an opportunity for pupils to participate in interactive author events online.

The curriculum is accessible for all. Pupils with SEND receive the same entitlement as their peers and are appropriately supported in their learning. Teachers know the pupils well and provide well-thought-out adaptations to meet the needs of individual pupils.

Pupils behave well. There is a respectful school culture. Staff build positive relationships with pupils and act as consistent role models across the school. There are clear expectations for pupils' behaviour and conduct. The school creates a positive environment where bullying is not tolerated.

Leaders support good attendance. When pupils have poor attendance, the school takes appropriate and swift action to address this. Staff build constructive relationships with parents and families. This is a significant aspect of the school's work that makes a positive difference to pupils' achievement, well-being and attendance.

The school has 'five ways to well-being'. These are to keep learning, take notice, connect, be active and give' and are reinforced on a daily basis. Staff provide exceptional opportunities for pupils' wider development. The school has ensured that all pupils have the opportunity to develop their talents and interests. Pupils are offered a wide range of clubs, including for fencing, archery and choir. Such experiences support pupils to be academically and socially prepared for the next stage of their education.

Pupils are knowledgeable about life in modern Britain. They demonstrate mature attitudes towards equality, diversity and justice. Pupils have a strong awareness of online safety. They learn about the potential problems caused by a wide range of issues, including scams, hacking and fake news.

Governors provide appropriate levels of support and challenge for leaders. Staff appreciate the way in which leaders take into account their workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- Reading support for some pupils is not timely or effective enough. As a result, some pupils make slower progress in their phonics than they should. The school needs to ensure that reading interventions are better planned and implemented to enable those pupils who need extra help to catch up quickly.
- In some foundation subjects, teaching activities do not consistently enable pupils to remember the curriculum as well as in other subjects. Where this is the case, gaps result in pupils' learning. The school should develop effective strategies to help pupils to remember the important knowledge that they need across all subjects.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	144735
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10313567
<b>Type of school</b>	Junior, infant and nursery school
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	466
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Victoria Ward
<b>Headteacher</b>	Linda Goodall
<b>Website</b>	<a href="http://www.honleyjin.co.uk">www.honleyjin.co.uk</a>
<b>Dates of previous inspection</b>	19 and 20 October 2021, under section 5 of the Education Act 2005

## Information about this school

- The school was formed in May 2017, with the merger of the nursery and infant schools with the junior school.
- The headteacher of the junior school was appointed as the headteacher of the new school in May 2017.
- The school is larger than the average-sized primary school.
- The school has a day-care provision for two- and three-year-olds.
- There is an out-of-hours provision, run by the school, that is available for pupils to attend before and after school.
- The school does not make use of any alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher and other senior leaders, curriculum leaders, the special educational needs coordinator and the early years leader.
- Meetings were held with a representative of the local authority, the diocese and members of the governing body.
- Inspectors examined a range of school documentation, including leaders' self-evaluation, improvement plans and documentation relating to attendance and pupils' behaviour.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors carried out deep dives in art, computing and science. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work. Information on attendance and behaviour and safeguarding records were analysed.
- Pupils' behaviour was considered at different times of the day, including at lunchtime and in lessons.
- Inspectors considered the views of parents through Ofsted Parent View and by meeting parents during the inspection.
- The views of pupils were taken into account during meetings, in lessons and around school.

### **Inspection team**

Jane Clayton, lead inspector	Ofsted Inspector
Pritiben Patel	Ofsted Inspector
David Roundtree	Ofsted Inspector

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