



Healey Junior Infant and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 107638
Local Authority Kirklees
Inspection number 287878
Inspection dates 4–5 December 2006
Reporting inspector Peter Jones

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

Type of school	Primary	School address	Healey Lane
School category	Community		Batley
Age range of pupils	3–11		West Yorkshire WF17 8BN
Gender of pupils	Mixed	Telephone number	01924 326386
Number on roll (school)	342	Fax number	01924 326388
Appropriate authority	The governing body	Chair	Mr D Narey
		Headteacher	Mrs Julie Dempster
Date of previous school inspection	19 November 2001		

Age group 3–11	Inspection dates 4–5 December 2006	Inspection number 287878
--------------------------	--	------------------------------------

© Crown copyright 2006

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is a large primary school serving a community of varied social and economic backgrounds. The proportion of pupils known to be eligible for free school meals is above average and the proportion of pupils with learning difficulties and/or disabilities is average. The majority of pupils are of White British heritage, with about 40% of pupils from a variety of ethnic backgrounds, many of whom have English as an additional language.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 3

This is a satisfactory school that is improving. Since the last inspection, the school has experienced a number of changes in its leadership and its teaching staff. This meant that some classes had several different teachers, and their standards and progress slipped as a result. The quality of the behaviour and attitudes of many pupils also declined. The appointment of the new headteacher and the recent reorganisation of management roles in the school have resulted in significant improvements. It provides satisfactory value for money and has made a satisfactory improvement since the last inspection. Given the improvement in the school's performance, it has good capacity for future improvement.

The school has won the confidence of most of its parents and carers and continues to work hard to build links with the community. Parents say, 'the school is very approachable' and 'staff will bend over backwards to help'. Behaviour in lessons is generally good, and pupils say that they get on better with each other and feel safer in the playground. This is the result of the school's current intensive drive to develop pupils' understanding through its personal, social, health and citizenship programme. Pupils are becoming more aware of the importance of exercise and healthy eating. Attendance levels are improving, and most pupils enjoy their lessons and the extra activities the school provides. Pupils contribute to their community through the school council, and many are lunchtime monitors, taking responsibility and providing useful assistance to staff.

Provision in the Foundation Stage is good. Children enjoy a stimulating, well-resourced learning environment and the benefit of well-trained and caring staff. Pupils' achievement is satisfactory in relation to their starting points in the school. They make better progress in Key Stage 2 because teachers build well on their previous skills. Those pupils with learning difficulties and/or disabilities and the large number with English as an additional language are well supported by knowledgeable and sensitive staff and they make very good progress as a result. The language skills of most learners are particularly weak from entry into school and standards remain below average at age 11. The school has targeted writing, speaking and listening as crucial areas for improvement in its teaching and learning. There are indications that its actions are beginning to make an impact, but the learning objectives in many lessons are not sufficiently clear to pupils, and they are uncertain in their learning. Teachers mark work conscientiously, but often they do not provide pupils with enough guidance to help them improve their work so they can progress further and more rapidly. Lessons are well planned, and many teachers use stimulating resources and a range of strategies to engage the pupils. Often the lessons do not take enough account of the different abilities and the age range of pupils in the work they provide. This is particularly the case in the classes where two year groups work together, and progress and standards are hindered as a result.

The leadership and management of the school are functioning much more effectively following its overhaul, and staff have clearly defined roles. The school's self-evaluation is accurate and clear, and informs the school's future planning. The school operates

more smoothly on a day-to-day basis. The professional development of all staff is a priority, and the school is successfully introducing an increasing number of support and intervention strategies to improve the performance of groups and individual pupils. The governing body carries out its roles and responsibilities well, and it has learned much from the challenges it has faced in recent years.

What the school should do to improve further

- Ensure that work is well matched to the age and ability of all pupils in order to raise standards and achievement.
- Ensure that pupils know how well they are doing and what they need to do to improve further.
- Make sure that learning objectives are precisely worded so that pupils are always clear about what they are trying achieve in lessons.

Achievement and standards

Grade: 3

Pupils' overall achievement by age 11 is satisfactory in relation to their starting points. The levels of ability of pupils entering the school are well below those expected for 3-year-olds. Pupils make good progress through the Foundation Stage in most areas, with satisfactory progress in language and mathematical skills. Progress in Key Stage 1 is satisfactory, with pupils reaching standards by age seven that remain well below national averages. The picture is better in Key Stage 2 because the school successfully builds upon earlier progress to improve pupils' language and mathematical skills. As a result, they are better equipped to develop the study skills needed to make improvements. They make very good progress in mathematics and science, to reach standards in line with national averages. Progress in English is good, although standards are consistently below national averages, most notably in writing, speaking and listening.

Personal development and well-being

Grade: 3

The school has worked hard to overcome pupils' difficulties in getting on harmoniously and forming good relationships with each other. As a result of initiatives such as the Befrienders Club, pupils report that they feel safer and happier during break and lunchtimes. The system of rewards and consequences is well understood by pupils and has resulted in more settled behaviour in lessons. In some lessons the noise levels are too high, and this makes it harder for the pupils to concentrate well. Pupils understand the importance of healthy lifestyles and enjoy activities such as cricket and cheerleading. They told the inspectors that they like the varied and healthy dinners that the school provides. Overall, pupils' spiritual, moral, social and cultural development is satisfactory. The school council meets regularly and is making a positive contribution to the development of the playground. Attendance is below average because a minority of pupils take extended holidays during term time. The school has put in place a range

of strategies to improve attendance and these are beginning to have an impact. Pupils make a contribution to the community through fundraising for a local hospice and for causes such as the Pakistan Earthquake Appeal. Children in the Foundation Stage enjoy coming to school, behave well and are keen to learn. The school's emphasis on raising basic skills means that pupils' preparation for their future economic well-being is satisfactory.

Quality of provision

Teaching and learning

Grade: 3

Teaching and learning are satisfactory overall, with good teaching in some lessons. Where teaching is good, the pace of learning is brisk and tasks are well matched to the needs of the pupils. Consequently, pupils are interested, try hard and make good progress. In many lessons, work set is not carefully adapted for the age and ability of pupils. This means that the higher attaining and older pupils are not sufficiently challenged whilst the lower attaining and younger pupils struggle to understand what is required. Support assistants are well deployed and give good support to pupils with learning difficulties and/or disabilities and to pupils whose first language is not English. These pupils are fully included in lessons and make very good progress. Teachers are becoming more effective at promoting pupils' skills in speaking and listening. They are beginning to use SMART boards to increase pupils' enjoyment in lessons and promote their learning. The school has introduced a computer-based system to assess and analyse the progress which pupils make, although it is too early to judge its impact on learning. Procedures to ensure that assessment is consistent throughout the school are still not fully developed and this hinders progress. Teaching in the Foundation Stage is good and provides a wide range of experiences.

Curriculum and other activities

Grade: 3

Curriculum provision is satisfactory overall with some good features. It is broad and balanced, with a strong focus on basic skills. The school is starting to make some links between subjects and thus provide more meaningful learning. There has been a considerable investment in information and communication technology across the school and teachers are starting to use this well to add interest to lessons.

There are a number of ways in which pupils' experiences are enhanced. Visits to local places of interest provide first hand learning opportunities, while the residential week at Scarborough is a highlight for Year 6 pupils. African drumming, dance and occasional theatre groups add excitement and colour, while work with agencies such as Barnardos helps pupils to feel good about themselves and their learning. There are good opportunities for pupils to take part in sporting activities after school, some of which are linked to local clubs.

Care, guidance and support

Grade: 3

The school provides satisfactory care, guidance and support for pupils. Pupils say that they feel safe and are happy to come to school. They trust the staff and say that there is always someone to turn to if they have a problem. They particularly value the support of the behaviour and learning mentors. Child protection procedures are in place and follow the latest government guidelines, and the safety of the pupils is regularly reviewed. The school has begun to involve the pupils in setting and evaluating their targets. Learning objectives in many lessons are not sharp enough and marking is not always informative, so pupils are not always clear what their targets are, and how well they are doing. There are satisfactory links with outside agencies to support vulnerable children, including those with learning difficulties and/or disabilities.

Leadership and management

Grade: 3

The contribution of the new headteacher has been a key factor in improvements in provision in many areas, and in helping to restore stability to school life. Working closely with staff, governors and the local authority, she has identified priority areas for improvement and has put in place an effective range of strategies aimed at raising standards and improving the learning experiences of all pupils, although it is too soon to evaluate their impact. Staff morale is good, and there is a strong sense of common purpose, and a desire for improvement. The performance of the school is monitored and evaluated well by senior management, with managers at all levels becoming more involved in this work. The school is becoming more skilled in its analysis and application of data, and this too is beginning to drive up standards. Quality and standards in the Foundation Stage are good, and it is well led and managed. The governing body provides good support to the school. It is very involved in school life, carries out its 'critical friend' role effectively and makes sure the school sets itself challenging targets.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	-----------------------

Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	3
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	3
The extent of learners' spiritual, moral, social and cultural development	3
The behaviour of learners	3
The attendance of learners	3
How well learners enjoy their education	3
The extent to which learners adopt safe practices	3
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	3
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	3

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for being so friendly and for making us feel so welcome when we visited your school. We enjoyed our time with you, especially talking to you and finding out about all the interesting things that are happening in your school.

The best things about your school are:

- you like coming to school and everyone is getting along better together
- your school council and Befrienders do a great deal for you and the school
- teachers and classroom assistants work together to help you to learn
- your behaviour is improving, and most of you work hard in your lessons
- the school keeps you safe and happy
- we know that you enjoy the many extra-curricular activities, especially in sports, drama and music. Year 6 pupils have a great residential visit every year.

What your school needs to do next to make it even better:

- make sure that your teachers give you more helpful comments when they mark your work to help you improve even more
- make sure that the work your teachers set in your lessons matches your age and abilities
- make sure that your teachers make it even clearer to you what they want you to learn in their lessons.

We appreciated talking to you and watching you learn. Well done. You should be proud of yourselves and your school. The cheerleaders and drummers can lead the celebrations!