

# Howden Junior School

## Inspection report

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<b>Unique Reference Number</b>	117854
<b>Local Authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	290947
<b>Inspection date</b>	16 May 2007
<b>Reporting inspector</b>	Heather Richardson HMI

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

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<b>Type of school</b>	Junior
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	209
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Allison Brown
<b>Headteacher</b>	Mrs Judy Scargill
<b>Date of previous school inspection</b>	1 June 2001
<b>School address</b>	Hailgate Howden Goole East Yorkshire DN14 7SL
<b>Telephone number</b>	01430 430385
<b>Fax number</b>	01430 430812

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<b>Age group</b>	7–11
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## Introduction

The inspection was carried out by one of Her Majesty's Inspectors.

## Description of the school

Howden Junior School has slightly fewer pupils than an average-sized primary school, with two classes for each year group. All the pupils from the neighbouring infant school transfer to this school and most live locally. Very few join or leave the school other than at the normal times. About 10% of pupils come from beyond the area served by the school. All apart from a tiny proportion of pupils are White British and no child is learning English as an additional language. There are slightly fewer girls than boys in the school overall, but in some year groups there are many more boys than girls. When they join the school, pupils have reached standards which are similar to the national averages. The proportion of pupils entitled to free school meals is below the national average. The proportion of pupils with learning difficulties and/or disabilities is slightly higher than the national average, as is the proportion of pupils with statements of special educational needs. The school has been successful in gaining several national awards, including the Healthy Schools Award, the Basic Skills Award and also the NAACE Mark for information and communication technology (ICT). The headteacher and deputy headteacher both joined the school in 2002.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Howden Junior is a good and improving school. The headteacher, staff and governors have worked together to improve many aspects of the work of the school and have clear plans for future developments. As a result, following a dip in standards in 2004, pupils now reach standards which are similar to those found nationally. Given their starting points, pupils' achievement is satisfactory. The school can demonstrate that the measures it has taken are beginning to increase pupils' rate of progress.

Standards are rising because the school has focused on improving teaching and learning. Pupils are clear about what they have to achieve in lessons and know what they have to do to improve their work. Teachers plan purposeful lessons in which ICT features strongly. The use of ICT is one of the reasons why teaching and learning and the curriculum are good and, as a result, pupils develop good ICT skills. Teachers also now have better information about pupils' progress, which they use to plan lessons. This is because there is a good system for tracking progress. As yet the school does not yet analyse the progress of different groups of pupils, including those with learning difficulties and/or disabilities and those with particular gifts and talents. As a result it has limited information about the relative progress of these pupils. It has, however, reviewed the support for pupils with learning difficulties and/or disabilities and put in place a more coherent system, so that additional support is well targeted. Early indications are that this is building pupils' self-esteem, as well as beginning to improve their rate of progress. These improvements also reflect the good quality care, guidance and support which the school provides.

The vast majority of pupils enjoy school and are particularly enthusiastic about the wide range of the visits and activities which the school offers. They know what to do to stay healthy. They explain ways in which the school keeps them safe, such as the different play areas in the playground, and know how to seek help if they need it. Pupils eagerly take on responsibilities in the school, and are proud of the achievements of their class and school councils. They are courteous and eager to help visitors. They try hard in lessons and generally behave very well; their good behaviour on school visits has been praised regularly by their hosts.

The school is well led by the headteacher and deputy headteacher, who set high standards and lead by example. The attractive, varied and high quality displays throughout the school illustrate the school's focus on achievement and, in the words of the mission statement, 'a love of learning'. The school has developed good systems for monitoring its work. As a result, it knows itself well and has a much clearer picture of what is working and why. Subject leaders are playing an increasingly effective role in promoting improvement and the school receives good support and challenge from its governing body. The school has taken steps to improve the feedback it receives from pupils, parents and carers and other partners, with increased participation. Most parents are very supportive of the school, but a small proportion expressed a few concerns in the parental questionnaire for the inspection.

### What the school should do to improve further

- Help to raise the standards achieved by different groups of pupils by analysing and comparing their rates of progress.
- Explore further opportunities to strengthen communication and links with parents and carers.

## **Achievement and standards**

### **Grade: 3**

Pupils join the school with standards which are similar to the national averages. Those who left in 2006 had reached standards which were similar to the national averages; these standards were higher than the previous two years and closer to the school's targets. The indication from the school's tracking system and teacher assessment is that almost all pupils are in line to meet or exceed their targets this year. The school can show that rates of progress are improving, although there is some variation. Pupils' achievement is satisfactory at present, but improving because of the school's focus on raising standards and because the pupils try to do their best. Pupils with learning difficulties and/or disabilities make satisfactory progress and early signs are that the improvements to their support are increasing their rate of progress.

## **Personal development and well-being**

### **Grade: 2**

Pupils make good progress in their personal development and well-being. They become increasingly confident as they enjoy lessons and the wide range of opportunities the school provides. They enjoy learning French, which contributes to their good cultural development. Their spiritual, moral and social development is also good. For example, they show sensitivity during times for reflection in assembly and collaborate well with other pupils in lessons. Pupils' attendance is satisfactory and they generally behave very well. Pupils say they feel safe in school and know how to seek help. They volunteer explanations of the safety reasons for the playground rules and fire drills. They understand how to keep healthy and enjoy physical education and the opportunities for extra sport, as well as choosing fresh fruit at break and lunchtimes. Pupils take on responsibilities in school with enthusiasm and are eager to explain how their efforts, including the class and school councils, are making the school better. They regret that the 'Friendly Face' scheme to help pupils in the playground is not working at present and school council members have plans to bring it back. Pupils' good ICT skills, and their ability to work well with others, are examples of how they are well-prepared for the future.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The school's strategies for improvement have resulted in good teaching and learning. There is a clear focus for learning in each lesson, which helps pupils to be clear about what they have to achieve. They are increasingly well informed about how to improve their work and the targets they have to reach. This is partly because of helpful comments when their work is marked although, as the school has identified, marking is not yet consistently good. Teachers are making better use of their assessment of pupils' progress when they plan lessons. They make good use of ICT to take pupils through each step of learning in the lesson and to provide interesting activities. Teaching assistants contribute well to pupils' learning through well-targeted work with groups of pupils.

## **Curriculum and other activities**

### **Grade: 2**

The curriculum is balanced and enriched significantly by a wide range of additional activities, including residential visits. Good attention is paid to the development of pupils' basic skills in literacy, numeracy and ICT. The curriculum promotes pupils' enjoyment and increasing confidence as well as their academic achievement. Plans are well advanced to develop the curriculum so that it is more coherent, with better integration of subjects and topics to reinforce learning and promote achievement.

## **Care, guidance and support**

### **Grade: 2**

These aspects are good overall. There are particular strengths in care and support which result from the very good knowledge which staff have of pupils and in the school's robust risk assessment procedures. Child protection procedures are in place and further training for all staff and governors is scheduled. Academic support and guidance have improved as a result of the school's tracking system and improved approaches to assessment. These have contributed to the clearer understanding which pupils have of their targets for improvement. The support for pupils with learning difficulties and/or disabilities benefits from efficient links with other agencies as well as from improved systems and communication in school. The school has good links with both the infant and high schools to smooth pupils' transition between schools.

## **Leadership and management**

### **Grade: 2**

There is a clear focus on improvement which springs from the drive and determination of the headteacher and deputy headteacher, and which is well supported by all staff and governors. Good improvements since the previous inspection have already resulted in higher academic standards and fostered pupils' personal development; there is a recognition that more needs to be achieved. Developing teaching and learning has been a priority, as well as developing robust systems to monitor the work of the school. These remain priorities as the school strives for further improvement. The role of subject leaders has been strengthened, with greater accountability given to them for their area, including monitoring how well pupils make progress. Senior staff have a good understanding of the school's strengths and weaknesses, as do governors. The governors are well-informed and provide increasingly effective challenge to the school. The school has good capacity for further improvement. Parents are very supportive of the school overall; a small minority express concerns about a few aspects.

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## Annex A

## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

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

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> 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	3

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
The attendance of learners	3
How well learners enjoy their education	1
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	2
<b>How well are learners cared for, guided and supported?</b>	2

<sup>1</sup> 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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	2
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	2
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

17 May 2007

Dear Pupils

Inspection of Howden Junior School, Goole, DN14 7SL

Thank you for being so helpful when I visited your school recently. I was very pleased that so many of you came to talk to me about all the things you enjoy at school and the ways in which your headteacher and all the adults help you. You gave me a long list of the things you like, including residential visits and learning to speak French. Thank you also for helping me to find my way around the school. All the pupils I spoke to were very polite. I enjoyed the time I spent at your school. There were lots of highlights; I remember especially how you all enjoyed the 'bird-watching' in assembly.

You go to a good school which is getting better all the time. These are some of the best things about your school.

- The standards you reach in your work have improved and are similar to those which pupils reach in other parts of the country. They are continuing to get better.
- The teachers give you helpful targets so you know how to improve your work.
- The school uses ICT a lot in lessons and this helps you to develop good ICT skills by the time you leave.
- You behave very well and work hard in lessons.
- Most of you enjoy school a lot and take part in a lot of different activities.
- Your headteacher and all the staff and governors are working hard to make your school even better.

I have asked the school to make the way in which it checks your progress even better and look for ways to work even more closely with your parents and carers.

I hope you continue to enjoy your time at Howden Junior School and I wish you every success in the future.

Yours sincerely

Heather Richardson, HMI