

Honley Church of England Voluntary Controlled Junior School

Inspection report

Unique Reference Number	107712
Local Authority	Kirklees
Inspection number	309484
Inspection dates	3–4 October 2007
Reporting inspector	David Halford

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	251
Appropriate authority	The local authority
Headteacher	Mr S Price
Date of previous school inspection	13 October 2003
School address	Jagger Lane Honley Holmfirth West Yorkshire HD9 6BT
Telephone number	01484 222800
Fax number	01484 222800

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This average sized junior school serves an area of mixed housing in the village of Honley. Almost all pupils enter the school at the start of Year 3 from a neighbouring infant school. The number of pupils eligible for a free school meal is below average. The number of pupils from minority ethnic backgrounds is well below average. The proportion of pupils with learning difficulties and/or disabilities is broadly average. The school has received the Healthy Schools Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Clear vision, honest and accurate evaluation of its current position, and the sustaining of good standards make this a good school. It is led by an experienced and capable headteacher who, with the help of all senior leaders and staff, combines detailed checks on provision with encouragement and support. Staff know exactly what is expected of them. Leaders, managers and all colleagues have high expectations of what pupils should achieve. They also have the determination and skills to ensure that pupils enjoy all aspects of school life. Parents are generous in their praise, their comments summed up succinctly by the parent who wrote, 'My children have flourished beyond my dreams at Honley Junior School.'

The school has consistently maintained above average standards since the last inspection. This represents sustained, good achievement. However, pupils' standards in reading are significantly better than their standards in writing. Work to develop standards in writing needs further development. Pupils' personal development is good and promoted well by good quality care, guidance and support and a rich and diverse curriculum. Curricular plans do not, however, always sufficiently identify how the needs of the more able pupils will be met. This means that in lessons teachers do not consistently set tasks that fully challenge these pupils. Relationships are strong at all levels. Pupils play enthusiastically, behave sensibly and safely and thoroughly enjoy the exciting activities the school offers them.

The school has detailed arrangements to check staff performance. This ensures that teaching and learning are of good quality. This has a significant impact on the progress made by pupils. Detailed monitoring throughout the school ensures that pupils' progress is tracked regularly and accurately. The school's self-evaluation systems are good, but some judgements are cautious, notably in areas which have been subject to recent change. Systems are regularly reviewed to maintain the school's development. Since the last inspection, the school has worked successfully to maintain good standards. The governors are capable, knowledgeable and challenging. The school has a good capacity to promote further improvement and provides good value for money.

What the school should do to improve further

- Raise standards in writing.
- Make sure that the more able pupils are consistently set tasks that challenge their thinking and require them to apply their skills to new learning.

Achievement and standards

Grade: 2

Standards are above average and achievement is good. Although pupils have generally achieved above average standards at the end of Year 2 when entering Year 3 many take time to gain confidence in their new surroundings. However, once settled into their new school they make good progress and achieve well. This good progress continues through Years 4, 5 and 6 and pupils' overall standards by the end of Year 6 are above average. Standards in science are often higher than standards in mathematics and English. In English, while overall standards are above average, pupils' skills in reading are better developed than those in writing, where further improvement is required. Pupils with learning difficulties and/or disabilities are supported very well. Their needs are identified clearly and effective action taken. As a result, they attain very creditable standards and achieve particularly well as a result of this good quality support.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They clearly enjoy coming to school and this is observed in their good behaviour and above average attendance. Pupils feel safe in school and know how to keep themselves healthy. The school council is active and its members are proud of the offices they hold. Councillors know that their views are taken into account and are particularly proud that as a result of their suggestions the school hall has recently been refurbished. The denominational nature of the school is an important feature of its work. It contributes well to the school's high profile in the community and is central to pupils' good spiritual, moral, social and cultural development. The good work undertaken in this caring school contributes much to pupils' positive relationships and the good attitudes between all who work and learn there. Typical views of parents are summed up well in one comment who praised the 'wonderful, calm atmosphere in the school'.

Quality of provision

Teaching and learning

Grade: 2

Good teaching has a positive impact on pupils' learning and ensures their good progress. Teachers and teaching assistants work well together to create a positive and friendly atmosphere that pupils both appreciate and enjoy. Staff ensure that pupils are clear about what is expected of them and what they need to achieve in lessons. Pupils know this and value the support they receive. Adults listen carefully to pupils and question them well, giving them time to think before answering. In this purposeful atmosphere, pupils are managed well and staff provide a good range of activities that meet the needs of most pupils. Pupils with learning difficulties and/or disabilities are supported well and this contributes significantly to their good progress.

Curriculum and other activities

Grade: 3

The curriculum provides a wide range of enriching experiences, but performs less well in meeting the needs of the whole range of learners. The school has worked successfully since the last inspection to ensure that pupils receive a good curriculum in history, geography, music and religious education. The curriculum effectively meets the needs of pupils with learning difficulties and/or disabilities, at the present time it is not always so successful in consistently challenging the more able pupils. Pupils benefit from a wide range of visitors with particular expertise and a good range of educational visits, including two residential experiences. A wide range of well supported after school activities enhance the curriculum. Good use is made of pupils' developing skills in information and communication technology enabling them to make relevant links between subjects.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Robust safeguarding and child protection procedures are in place. Pupils indicate that they feel happy and safe in school, free from risk and bullying. There are effective procedures to ensure good attendance. Pupils are aware that their welfare is important to the school. The school works well with parents in a wide variety

of settings. Academic records are detailed but established relatively recently and so have yet to have maximum impact on improving standards. Staff track pupils' individual progress rigorously and provide appropriate support for those who need it. Very good strategies are in place to support pupils with learning difficulties and/or disabilities. Their individual requirements are met sensitively. Overall, the high quality of care is a significant factor in pupils' enjoyment of school, good progress and good personal development.

Leadership and management

Grade: 2

Good overall leadership at all levels is central to the school's success in ensuring improvement. The headteacher, supported strongly by the deputy headteacher and senior managers, knows the school well. This enables all staff to have a shared vision to promote a high quality of care and a good education. The school's self-evaluation gives an honest and accurate overview of the current position, while making a cautious judgement on aspects of pupils' standards and elements of leadership. Staff know what is expected of them and work closely together. As a result, most pupils achieve as well as they can. Challenging targets are set and pupils consistently attain above average standards. However, too small a proportion of the more able pupils attain the higher Level 5 in writing. Governors are knowledgeable and supportive and, despite several recent changes in membership, demonstrate a good capacity to carry out their responsibilities. The school manages its resources well, has addressed the improvements required since the last inspection and has a good capacity to improve further.

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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	School Overall
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Overall effectiveness

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

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	2
How well learners make progress, taking account of any significant variations between groups of learners	2
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?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	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

How effective are teaching and learning in meeting the full range of the learners' needs?	2
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?	2

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.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
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

Inspection of Honley CE (VC) Junior School, Holmfirth HD9 6BT

The inspectors and I really enjoyed our recent visit to your school. Thank you very much for your very warm welcome and for looking after us so well. You were very helpful in lessons when we asked you to explain what you were doing and also very friendly around school. Particular thanks should go to members of the school council who helped us to understand why it is that you enjoy your school so much.

We do not think you will be surprised to hear that we think Honley Junior School is a good school. This is because it cares for you well, helps most of you to make good progress in your work and enables you to enjoy yourselves very much. We particularly liked the way you got on so well with each other and were impressed at the wide range of work that you do. I shall remember particularly well a Year 6 mathematics lesson when some children were thinking about perpendicular lines and I could hear another child, with a brass instrument, practising the melody of 'The Last of the Summer Wine' just outside the classroom.

One of our jobs is to look for things which will make your school even better and help you more with your work. It would be helpful if your teachers gave you more opportunities to improve your work in writing. Also for your teachers to plan harder work for those pupils who find work easier than others.

We send you all our best wishes for the future. We hope you continue to enjoy your learning as much as you do at the moment.