

Healey Junior Infant and Nursery School

Inspection report

Unique Reference Number	107638
Local Authority	Kirklees
Inspection number	336927
Inspection dates	21–22 April 2010
Reporting inspector	Andree Keddle

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	383
Appropriate authority	The governing body
Chair	Mrs Zainab Gora
Headteacher	Mr R Dodd
Date of previous school inspection	4 December 2006
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 28 lessons, observed 14 teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school development plan, the raising attainment plan, reports from the School Improvement Partner and the National Leader of Education, assessment data, pupils' work, teachers' planning and 48 parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the achievement of all pupils, particularly in English, to determine whether teaching and the curriculum are meeting their learning needs
- the progress made by different groups, such as boys, girls, higher attaining pupils, those with special educational needs and/or disabilities and those for whom English is an additional language
- the rigour and effectiveness of leadership systems in driving improvement, leading teaching and learning, and in raising standards
- the capacity of the governing body to deal with issues, and the rigour with which it supports the school and holds the leadership to account.

Information about the school

This is a larger than average primary school. The majority of pupils are from minority ethnic groups and approximately half of the pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average and the percentage of pupils with special educational needs and/or disabilities is below average. This year the school has experienced several staff changes including the departure of the headteacher. An acting headteacher from another school is leading the school for two terms until a permanent appointment is made.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory and improving school. Standards attained by pupils in the national tests at the end of Key Stage 2 have declined since the last inspection in English, mathematics and science. However, the school's current assessment data show that whilst pupils' attainment is low, particularly in English, they are making secure and rapid progress as the result of improved teaching and learning and standards are rising. Just over half the teaching observed during the inspection was good but some remaining inconsistencies in teaching result in some slight variation in the progress made by different groups of pupils.

The curriculum is satisfactory and new assessment systems mean the school is accurately checking the progress that pupils are making. The provision for children in the Early Years Foundation Stage is good and, as a result, children make good progress at this stage. The school cares adequately for its pupils and appropriate procedures are in place to support pupils' development and well-being. Although pupils' rate of attendance is low, there are a large number of well-founded new procedures in place for monitoring pupils' attendance and it is improving rapidly. Relationships are positive between teachers and pupils and between pupils and they say that they feel happy in school. Pupils' behaviour is satisfactory and they cooperate well in lessons. Pupils are emphatic that they feel safe and they understand how to keep themselves safe, such as when they are using the internet.

The school's leadership team, under the acting headteacher, has made a number of recent improvements such as the creation and implementation of a raising attainment plan and the accurate monitoring of teaching and learning followed up by suitable staff training. Targets are in place but these are not well matched in lesson planning to pupils' prior attainment. School leaders have a clear vision for improvement and are responding with purpose to support and challenge from the local authority and the National Leader of Education. Similarly, staff are responding with enthusiasm to the acting headteacher's leadership and to the new improvement strategies. The senior leadership team has accurately evaluated the school's performance and has correctly identified the areas for improvement and the school's capacity for further improvement is satisfactory. The effectiveness of the governing body is inadequate. Since the last inspection, governors have not been rigorous enough in holding the school to account. However, recent changes such as the appointment of a new chairperson and support from the local authority mean that governors are starting to challenge the school to improve.

What does the school need to do to improve further?

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- Raise standards of attainment and accelerate pupils' progress, particularly in English by:
 - ensuring teaching is consistently good throughout the school
 - ensuring lessons are challenging and that they meet the needs of all groups of learners, particularly higher attaining pupils and those who speak English as an additional language
 - making good use of assessment in teachers' planning to ensure that learning activities build on pupils' previous knowledge and skills
 - involving support staff fully in supporting pupils in all parts of lessons, including when the teacher is teaching the whole class and in the plenary
 - engaging all groups of pupils, such as boys and those for whom English is an additional language, in activities which develop their speaking and listening skills.
- Increase the effectiveness of leadership and management, including governance by:
 - making better use of data and information on pupils' progress to set suitably challenging targets and expectations for individuals and groups
 - ensuring that the governors hold the school to account through asking challenging questions and have a clear understanding of data and the key improvement issues
 - embedding regular and rigorous monitoring which holds teachers to account for the progress made by pupils.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils**3**

From starting points that are well below those typical for children of their age, pupils make satisfactory progress in lessons throughout school as a result of satisfactory teaching over time. Rates of progress vary slightly between different groups of pupils and between different subjects. Higher attaining pupils make more progress in mathematics than in English. Boys do not achieve as well as girls in English, particularly with regard to their speaking, listening and writing. Pupils for whom English is an additional language reach standards a little below those achieved by similar pupils nationally. Pupils with special educational needs and/or disabilities make satisfactory progress in their learning as the result of sharply focussed individual education plans and support from teachers and teaching assistants.

Progress accelerates when pupils experience good teaching well-matched to their prior knowledge. Key Stage 1 pupils worked with great concentration when completing a suitably challenging comprehension task. Pupils are motivated and enjoy learning when they do interesting tasks and have the chance to evaluate their own and each other's

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work. Pupils in upper Key Stage 2 worked well in groups on performance poetry. The rest of the class enthusiastically gave feedback to each group on what worked well in the performance and what the group could improve.

Pupils' behaviour is satisfactory. They say that they feel very safe in school and are comfortable talking to adults, secure in the knowledge that any concerns will be resolved. Pupils understand what is needed to live a healthy life. Children in the Early Years Foundation Stage tasted and discussed different types of vegetables with great enthusiasm. Pupils' contribution to the school and wider community is satisfactory. They act as 'play workers', encouraging other pupils to take part in organised games at lunch times. Pupils say their ideas are listened to and that they take part in decision making as members of the school council. Pupils' current basic skills are improving along with their attendance, providing a satisfactory basis for their future economic well-being.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	3

How effective is the provision?

The quality of teaching is satisfactory overall. Where teaching is good, teachers plan activities that effectively meet the needs of pupils with different abilities and prior

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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knowledge. The pace is brisk and teachers ask open and challenging questions which ensure that the pupils concentrate, such as in upper Key Stage 2, when the teacher questioned the pupils about different strategies to answer mental calculations. Teaching assistants were fully deployed throughout the lesson, making assessment notes to record which pupils have or have not grasped the learning objectives.

In the satisfactory lessons, the pace of learning is slower and activities are not as well matched to pupils' learning needs. Pupils are not so attentive and motivated as a result of slower pace and less challenge. Not enough emphasis is placed on developing the speech and language skills of certain pupils, such as the boys. Teachers talk for too long and pupils do not have enough time to apply their skills and knowledge in their own independent work. Teaching assistants are not involved enough in supporting pupils' learning beyond the group work part of lessons. There is insufficient challenge in the learning activities for the more-able pupils.

Pupils are suitably aware of their targets for improvement. Teachers' marking gives adequate information about what pupils are doing well and what to improve. The curriculum is satisfactory and draws on links between topics and subjects. Pupils' knowledge and experience are drawn upon too. In a religious education lesson, pupils made reference to the Bible and to the Koran. Pupils take part in extra-curricular activities after school and some say that they enjoy playing a brass instrument. The residential visits for older pupils are popular.

The effectiveness of the care, guidance and support for pupils is satisfactory. Relationships are good between staff and pupils. Pupils for whom English is an additional language and those with special educational needs and/or disabilities receive appropriate support. The school keeps meticulous and detailed records for these pupils. The systems to improve outcomes for pupils with special educational needs and/or disabilities are relatively new but are beginning to show improved pupils' progress, especially through extra help for reading.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	3

How effective are leadership and management?

The effectiveness of the school's leadership team in embedding ambition and driving improvement is satisfactory. Senior leaders have a clear understanding of what is required to improve outcomes for pupils and have gained clear commitment and enthusiasm for the new improvement strategies from all staff. Many strategies are quite

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recent so are not yet fully embedded, such as the monitoring of teaching and learning, but they are already having an impact. Pupils' progress is improving as the result of improved teaching and learning. The school's work in promoting equal opportunity and tackling discrimination is satisfactory with monitoring systems now in place to check on the learning and progress of different groups of pupils. Governors do not have a clear understanding of data relating to pupils' attainment and have not held the school sufficiently to account since the last inspection. However, there is a drive towards improvement and a willingness to take up training to enable governors to become much more effective in challenging the school to improve. Procedures to safeguard children are satisfactory, meet requirements and staff training is up-to-date. The school makes a satisfactory contribution to community cohesion, through a set of activities based on an analysis of the school's context. Parents and community members participate in cookery classes and information and communication technology classes. Work to promote community cohesion beyond the school is less well-developed.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	4
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children enter the Early Years Foundation Stage with a level of skills and knowledge well below that typical for their age. They are making good progress as a result of improved provision. Recent assessments show they are now reaching a level of skills and knowledge that is just below that expected for their age by the time they enter Key Stage 1. In particular, children make good gains in their personal, social and emotional development and in their physical development as the result of appropriately challenging

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activities. In general, girls make better progress than boys in communication, language and literacy. There are some suitable strategies in place to address this variation. There is an appropriate balance between teacher-led tasks and child-led tasks. The two large, well resourced outdoor areas are used well.

Communication with parents and carers is good. They have daily access to the children's 'learning journals' which contain some of their work, photographs and comments about their progress and activities. Routines are well established and staff make their expectations clear and reinforce these with praise regularly. Children behave appropriately, are happy and safe and enjoy good relationships with each other. Good leadership and management make sure staff work well together with clear purpose. There is a strong focus on healthy eating. Suitable assessment systems are in place to measure and record the children's achievement through the year and these are shared well with parents. Staff are well deployed to meet the needs of pupils with special educational needs and/or disabilities and those for whom English is an additional language.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Most parents and carers are positive about the work of the school and the progress their children are making. Their responses show that they are pleased that their children are happy, safe and healthy and enjoy attending this school. Inspectors agree with these positive views. A large majority of parents and carers say that the teaching is good but inspectors' judgements are that teaching is satisfactory. A very small minority of parents say that the school does not take account of their concerns and suggestions. Inspectors judge that school's engagement with parents and carers is satisfactory and there is evidence that parental concerns have been addressed.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Healey Junior Infant and Nursery School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 48 completed questionnaires by the end of the on-site inspection. This was a low response. In total, there are 383 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	54	20	42	2	4	0	0
The school keeps my child safe	17	35	27	56	3	6	0	0
The school informs me about my child's progress	15	31	30	63	2	4	1	2
My child is making enough progress at this school	16	33	28	58	3	6	1	2
The teaching is good at this school	17	35	27	56	3	6	0	0
The school helps me to support my child's learning	17	35	26	54	5	10	0	0
The school helps my child to have a healthy lifestyle	11	23	31	65	5	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	10	21	31	65	2	4	0	0
The school meets my child's particular needs	12	25	28	58	5	10	0	0
The school deals effectively with unacceptable behaviour	15	31	29	60	3	6	0	0
The school takes account of my suggestions and concerns	10	21	30	63	6	13	1	2
The school is led and managed effectively	13	27	31	65	2	4	0	0
Overall, I am happy with my child's experience at this school	20	42	26	54	1	2	1	2

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



23 April 2010

Dear Pupils

Inspection of Healey Junior Infant and Nursery School, Batley, WF17 8BN

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely and giving your opinions in the questionnaires; you are clearly proud of your school. We were impressed with your friendliness and how safe and happy you feel in school. Your school cares for you appropriately and makes sure that you have a good understanding of how to keep yourselves safe.

Overall, we judged that yours is a satisfactory school.

To help your school become even better, we have said that senior leaders should:

- help you to do better in your work, particularly in English, by making your lessons more challenging and more closely matched to your levels of knowledge
- improve the way they check on improvements by better use of the information on your learning and progress.

You can help by continuing to try your best and by working hard so that you achieve your targets.

Yours sincerely

Ms Andrée Keddle

Lead inspector

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