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27 March 2017

Mrs Luisa Lang
Headteacher
Healey Junior Infant and Nursery School
Healey Lane
Batley
West Yorkshire
WF17 8BN

Dear Mrs Lang

No formal designation monitoring inspection of Healey Junior Infant and Nursery School

Following my visit to your school on 15 March 2017, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

This monitoring inspection was conducted under section 8 of the Education Act 2005 and in accordance with Ofsted's published procedures for inspecting schools with no formal designation. The inspection was carried out because Her Majesty's Chief Inspector was concerned about the effectiveness of safeguarding arrangements.

Evidence

I scrutinised the school's record of checks on the suitability of staff to work with children. I also scrutinised other documents relating to safeguarding and child protection arrangements. I met with you, senior and middle leaders, pastoral and support staff, a group of pupils, parents, the chair of the governing body and the governor responsible for safeguarding. I met with the national leader of education who is supporting you in your role as the interim headteacher. I also spoke to a representative of the local authority by telephone. I considered the school and local authority action plans, attendance records and school policies. I also took account of 23 responses to Ofsted's online questionnaire, Parent View.

Having considered the evidence I am of the opinion that at this time:

Safeguarding is effective.

Context

There are currently 420 pupils on the school's roll, which is well above the average for primary schools. The proportion of pupils entitled to free school meals is high. The proportion of pupils from minority ethnic groups is high and half of the pupils speak English as an additional language. The proportion of pupils included in the register of special educational needs is well below the national average. However, the percentage of pupils with a statement of special educational needs is average. A few more pupils than average join or leave the school part-way through their education.

The school was placed in special measures following the inspection that took place in September 2016. The school's safeguarding arrangements were judged to be ineffective. The effectiveness of leadership and management and the early years provision were judged to be inadequate. Teaching, learning and assessment, personal development, behaviour and welfare, and outcomes were judged to require improvement. You took up your post as interim headteacher in January 2017. The school is in the process of becoming an academy.

Inspection findings

- The leadership team has ensured that all safeguarding arrangements are fit for purpose. You have taken on the role of designated safeguarding leader. This strengthens the seniority of the leadership of safeguarding. You are providing effective direction for safeguarding. You are clear about what you expect, you are knowledgeable about what works, and you have injected energy and focus into the work of staff and governors.
- You have restructured the leadership and management of safeguarding by reallocating the lead responsibility for safeguarding from one non-teaching member of staff to senior leaders. You correctly identified that the school did not follow statutory guidance that the designated lead for children looked after should be a teacher. You have reallocated the responsibility for children looked after to a senior teacher who is developing his understanding of this role. You have appropriately delegated the leadership of other aspects of safeguarding to teaching staff, including online safety. You are developing a team approach to safeguarding, with well-defined roles and responsibilities for staff, better communication, and tighter accountability and record keeping.
- You are providing frequent and informative reports to governors, both formally and informally. The governing body is focusing more sharply on the impact of actions and asking better informed questions of senior leaders. Chairs of committees are now meeting between full governing body meetings so they can make decisions in a timely way. The governing body endorses your approach to safeguarding and rightly believes that it is coherent and effective.

- Procedures for checking the suitability of staff are effective and the single central record meets statutory requirements. Your staff regularly check the accuracy of the single central record. You have changed the timing of your safeguarding policy update so that you implement national changes at the beginning of the school year.
- You are implementing the safeguarding action plan effectively. You have instigated a team approach to safeguarding. You have integrated pastoral staff, including the safeguarding officer, into one office. This is improving communication between staff. By increasing the number of safeguarding leaders, you have reduced the risk of only one member of staff holding key information, who may be absent at a critical time.
- You are introducing new software to record safeguarding concerns and actions. This should enable teaching and support staff to record information more quickly and reliably and lead to earlier action. Leaders of special educational needs, pupil welfare and safeguarding will have password-protected access to this information. At present, safeguarding files provide a well-documented record of meetings with outside agencies and actions taken. The safeguarding officer understands pupils' pastoral needs well and communicates them verbally to staff. However, records do not formally document how these relate to the learning needs of pupils, the strategies that teaching and support staff should deploy, or the actions by staff to promote vulnerable pupils' personal development and academic progress.
- You are managing safeguarding training more rigorously. You have introduced a training portfolio for each member of staff. Designated leaders have had the required training. Further safeguarding training is on the school calendar. Governor training is up to date and governors have improved their knowledge of how to deal with allegations against staff.
- You have updated key safeguarding policies, including the whistleblowing policy. Staff know the correct routes for reporting any concerns about pupils or staff. Staff are alert to emerging concerns and report them promptly in writing. Staff are diligent in carrying out risk assessments for outdoor learning. You recognised a weakness in the way staff manage the medicines for pupils who have medical needs. You have reorganised the fridge and the labelling of medicines to minimise the risk of staff handing out the wrong medicine.
- Pupils said that they feel safe and parents agreed. Pupils know whom to ask for help and they are confident that staff will help them. One parent praised the support from staff that had helped her child overcome behavioural difficulties and improve learning.

- The online safety leader has ensured that all staff and pupils have signed the acceptable use policy. She has created a log of online safety incidents and a few minor issues have been dealt with well. Pupils talked confidently about how to stay safe online. The enthusiastic team of higher level teaching assistants teach a well-organised programme of safety-related topics as part of the personal, social and health education curriculum, under the guidance of a lead teacher.
- Outdoor learning and programmes for pupils' social, emotional and mental health are improving pupils' well-being and development. Pupils are communicating more effectively, managing emotions and behaving better. As a result, there have been no fixed-term exclusions this school year. Staff are developing training and support for families, especially where pupils are vulnerable. Staff have close links with other agencies in the community, which promotes the effectiveness of safeguarding.
- Attendance is higher than at the same point last year. So far, attendance and punctuality are better this term than last. More rewards and competition are promoting attendance effectively. More pupils are attending 100% of the time. The number of pupils who are persistently absent has remained the same. A few go on lengthy family trips abroad during term time. The introduction of a free breakfast club has increased the punctuality and attendance of a few pupils. However, some pupils lack support at home to get them to school on time. Attendance is lowest in the afternoon session of Nursery. Leaders have not shown parents the impact of low attendance in Nursery on children's development at the end of the early years.

External support

The local authority acted promptly and effectively to ensure that the school had an interim headteacher when the previous headteacher left. The local authority has provided constructive advice to ensure that the single central record is accurate and up to date. Leaders bought in local authority staff, who have provided useful advice on strategies to improve attendance. A national leader of education is providing helpful support for the interim headteacher.

Priorities for further improvement

- Strengthen the team approach to safeguarding.
- Improve the planning of strategies and next steps for supporting the personal development and academic progress of the most vulnerable pupils.
- Improve the attendance of children who come to Nursery in the afternoon.
- Reduce persistent absence.

I am copying this letter to the chair of the governing body, the regional schools commissioner and the director of children's services for Kirklees. This letter will be published on the Ofsted website.

Yours sincerely

Bernard Campbell

Her Majesty's Inspector