

North Huddersfield Trust School

Woodhouse Hall Road, Huddersfield, West Yorkshire, HD2 1DJ

Inspection dates

26–27 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Achievement, although good for some, is inconsistent. Students who are more able and students who have White British heritage do not progress as well as other groups in the school.
- The quality of teaching is variable both across subjects and within subjects. The best teachers ensure the work different students do is precisely matched to their ability and potential. However, too many teachers teach only to the middle range. Some teachers spend too long directing students, not allocating sufficient time for students to develop their skills and deepen their understanding.
- Advice students receive on how to improve their work is getting better. However, students do not have sufficient opportunities to act on this advice, so it loses its value.
- Students join the school with low levels of literacy and numeracy skills. The school improves these basic skills but not quickly enough to ensure good progress across all subjects.
- Some teachers use tutor time very effectively because they understand their role in raising their students' achievement. However, other teachers do not use this time to best effect.

The school has the following strengths

- This is a rapidly improving school.
- Parents and students attribute the school's transformation to the inspiring leadership of the executive headteacher.
- Students and staff are now proud to be part of this school.
- Improving students' behaviour and attitudes, and their spiritual, moral, social and cultural development have been at the forefront of this school's improvement.
- The quality of teaching is now improving more quickly and the achievement of students is also improving. Teaching and achievement in some subjects are good.
- The high-quality care and guidance of students who have complex needs ensure their achievement is at least as good as others, and often better.
- The executive headteacher is supported very well by an able and experienced governing body and by other senior leaders within the school.

Information about this inspection

- Inspectors worked with senior staff while observing teaching and learning, and reviewing work previously completed by students and their current work. Inspectors observed 31 lessons taught by 30 different teachers. They also made shorter visits to lessons.
- Inspectors spoke to many students during break and lunchtime, and during lessons.
- External reviews of the academy's performance were taken into account and discussions were held with representatives of the local authority and with the school's improvement partner.
- Inspectors met representatives of the governing body.
- Meetings were also held with leaders at all levels and with staff.
- Inspectors looked at a wide range of documentation, including internal and external data about students' progress, school development planning, behaviour and attendance records and students' work. They investigated safeguarding procedures and records.
- When planning the inspection, there were no responses to the online questionnaire (Parent View). No responses were made during the inspection. However, inspectors took account of the school's own parental surveys and they met with a group of parents. Inspectors also took responses made by staff to a survey into account.

Inspection team

Neil Mackenzie, Lead inspector

Additional Inspector

Derek Davies

Additional Inspector

Bimla Kumari

Additional Inspector

Full report

Information about this school

- North Huddersfield Trust School opened in September 2011 and replaced a school that existed on the same site which was closed by the local authority. The successful bid resulted in the establishment of North Huddersfield Trust. The Trust's lead educational partner is Holmfirth High School. The other educational partners are Kirklees College, the University of Huddersfield and Kirklees local authority. The governing body is responsible for the running of the school; the Trust supports the governing body.
- While the majority of the teachers were employed at the previous school on this site, there is a new team of senior leaders.
- North Huddersfield Trust School is much smaller than the average secondary school; however, numbers of students attending are increasing quickly.
- The school's diverse intake is representative of the communities it serves. There are large proportions of students with Pakistani heritage and with White British heritage. There is an increasing number of students joining the school with Eastern European heritage, most of whom are new to learning English.
- Almost half of students are known to be eligible for the pupil premium funding, which is the additional funding provided by the government to support pupils known to be eligible for free school meals, those in local authority care and the children of service families. This is significantly higher than the national average.
- The proportion of students supported at school action is significantly higher than that found nationally. The proportion of students supported at school action plus or with a statement of special educational needs is also significantly above average.
- The numbers of students attending off-site provision are reducing and in Year 10 are small. Across all of Key Stage 4 students attend Royds Hall High School, Almondbury High School, Holmfirth High School, the Deighton Centre, Mark Betts Hairdressing and Bumpy (a mechanics training centre).
- The school does not meet the government's current floor standards, which set the minimum expectations for students' attainment and progress.

What does the school need to do to improve further?

- Improve the achievement of all groups of students so that they progress as well as the rest by ensuring all teachers:
 - further develop students' numeracy and literacy skills, particularly their ability to write in more detail
 - use assessment information to plan learning activities that provide suitable challenge, more precisely matching the needs of all students and particularly the most able
 - create more opportunities for students to become fully active in lessons and further develop the skills they require to learn both collaboratively and independently
 - give students opportunities to act on the advice they are given on how to improve their work
 - make the most effective use of tutor time.

Inspection judgements

The achievement of pupils

requires improvement

- Students enter this school with levels of attainment which are significantly below average, particularly in communication and numeracy skills. Improving teaching and specialist support increase students' progress with these basic skills; however, all teachers need to develop students' literacy and numeracy skills throughout all subjects.
- The progress of students in Years 7 and 8 is much stronger than in other year groups because they have had all of their secondary education in this school. Older students are making up for previous underachievement. Progress in English is good. Progress in mathematics is improving but still requires improvement.
- Students who have White British heritage, and those who are most able, have not progressed as well as other groups. The school is aware of this and is taking appropriate action to increase their rates of progress. The large proportion of students who have Pakistani heritage achieve as well as the same group of students nationally.
- The increasing numbers of students attending the school who are new to learning English, disabled students and those with special educational needs are very well supported and their progress is at least as good as that of other students.
- A significant number of students attending this school are at risk of falling behind in their learning because they have complex emotional, psychological or social needs. Very good guidance and specialist support ensure these students make good progress.
- Results in 2012 indicated that the attainment of those students who are known to be eligible for free school meals was slightly behind that of all other pupils in the school. This gap in attainment has now closed because these students are now achieving as well as other students.
- The school considers the needs of individual students before making the decision about which examination they should sit. Teachers make good use of any assessment resulting from the early sitting of examinations. They and their students analyse their performance and teachers adapt their teaching to ensure students fill any gaps in their understanding.
- The achievement of the few students studying part-time courses off site is carefully monitored and these students make similar progress to students attending this school full time.

The quality of teaching

requires improvement

- Although there is an increasing proportion of teaching that is outstanding and good, there is still too much that requires improvement and there is some that is on occasion inadequate. Most of the best teaching is found in English, performing arts, physical education and citizenship. Some of the weaker teaching is found in mathematics and in ICT (information and communication technology).
- Older students say that they have seen a big improvement in teaching. They say that teachers now take time to explain in more detail and they spend much more time out of class helping them understand any work they are having difficulty with. They also say they enjoy their learning much more.
- Where teaching is at its best, students are enthusiastic about their learning. Teachers know their students' capabilities very well and match the difficulty of the challenge very precisely so that all students learn quickly and confidently. When teachers do not get this right, students find the work too easy or, occasionally, too difficult. These teachers prepare lessons for only the middle range of their learners.
- The best teachers make excellent use of small-group discussions. These ensure all students have to contribute to the activity and force them to think more deeply because they have to explain their ideas to the rest of the group. In one outstanding mathematics lesson students made excellent progress while, in groups, they solved practical problems using Pythagoras' theorem. A similar mathematics lesson was much less successful because the level of challenge was too

easy for the students.

- In the weaker lessons teachers plan inappropriately because they do not know what their students already understand well enough or what they are capable of achieving. These teachers also do not give students enough opportunity to reflect on their learning or discuss topics. Consequently, they become too dependent on the teacher and they do not develop the skills they need in order to learn independently.
- Systems for assessing students' work and giving helpful guidance are developing and most teachers have improved their practice. However, students are not getting full benefit from this as they do not follow up on the guidance they are given.

The behaviour and safety of pupils are good

- This is an integrated and harmonious school where everyone shows respect and is respected. There are no isolated groups and, when students walk through corridors, spend time in the dining area or socialise, they do so calmly and confidently. In lessons students are keen to learn, and, when teaching is good, they learn well.
- Staff record both positive and negative behaviour. This detailed monitoring enables the school to reward good behaviour and, when students fail to meet the standards everyone expects, the school very effectively helps students address their poor behaviour. Reflection and taking responsibility themselves for making amends are essential in helping students learn how to improve their own behaviour. Since the school opened there have been no permanent exclusions and no students attend full-time alternative provision. Records demonstrate rapid and significant improvement in behaviour.
- Students' leadership skills are purposefully and very effectively developed. Now, senior students play an active role in maintaining the standards they want for their school, and students are justifiably proud of their achievements.
- Students are taught how to be safe, particularly through assemblies, ICT, citizenship and practical subjects. Students say they are very safe in this school and parents agree. Students say that bullying is rare; when it does happen it takes the form of name-calling and is dealt with quickly and effectively. Students are taught how to recognise all forms of bullying and how to respond to them so that it stops.
- As a result of strong school leadership and hard work by staff, attendance has improved and it is now broadly average. The number of students who are persistently absent has also reduced significantly. Students are almost always punctual.
- The school also makes considerable and successful efforts to work with parents, even those who are difficult to reach.

The leadership and management are good

- This school has improved significantly because the executive headteacher, the governing body and other senior staff have created a school where all students feel valued and believe they can succeed. The students' attitudes to school and to learning are much more positive. Students behave much better and their attendance has improved. The local community recognise the extent of the school's improvement and numbers of students attending the school are rising rapidly.
- An essential element of this cohesive and integrated school is the high priority placed on students' good spiritual, moral, social and cultural development. Every opportunity is taken to broaden students' experience, confidence and leadership skills. Currently, the parents' forum and the community forum are focusing on local poverty. Students are participating in a range of activities and events that raise their social awareness and actively engage some students in community improvement. There is an extensive programme of enriching activities. Staff monitor

students' participation and, if they feel a group of students is being under-represented, they will seek activities that suit their needs. Holiday youth development programmes are delivered through the University of the First Age. They provide rapidly developing and high-quality programmes which improve students' leadership skills and broaden their experience. Students are well guided on how to successfully progress to their next stage of education, employment or training.

- School leaders are skilled in guiding staff on how to improve, and provide high-quality training and development. The school rewards successful teachers through pay progression and takes decisive action if any teacher fails to meet expected standards.
 - The views of parents and students are sought regularly and suitable action is taken in response to these consultations. Parents comment on how welcomed they now feel in the school. A significant majority of staff responded to an inspection questionnaire; almost all were highly positive about the school and all said they were proud to be a member of staff of this school.
 - The curriculum has improved and now students take qualifications which better match their abilities, with increasing numbers taking full GCSE courses across almost all of their subjects. Fewer students attend courses off site than did so previously. When they do, this is entirely justified to enable them to follow a course which matches their aspirations and career development. The quality of activities in which students participate during tutor time is variable. Some teachers use this opportunity to develop a strong form ethos and to help students reflect on their success. However, too often this time is wasted.
 - School improvement plans are well focused and based on robust and highly accurate self-evaluation. Leaders of subjects and pastoral leaders are securely focused on raising students' achievement and ensure equal opportunities for all. Leaders at all levels within the school have good capacity for continued improvement.
 - The North Huddersfield Trust includes representatives from local education, industry, commerce and the local authority. It offers good support to the school in the form of a broad range of expertise and guidance. In addition, and working closely with the executive headteacher, they engage external experts who review the school's performance and contribute to its future developments.
 - **The governance of the school:**
 - The school is well served by a highly effective governing body. Working with the executive headteacher it has established a clear vision and ethos for the school which are based firmly on the aspirations of the community. The governing body has a highly accurate understanding of the performance of all staff and of all groups of students. Governors have the capacity to hold all staff, including the executive headteacher, to account. They manage the school's finances well and can describe how funding is spent, including additional funding to support students known to be eligible for the pupil premium. The governing body ensures all statutory duties are maintained, including effective systems to ensure the safeguarding of children.
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What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	136502
Local authority	Kirklees
Inspection number	400303
Type of school	Secondary
School category	Community
Age range of pupils	11–16
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair	Philip Weston
Headteacher	Andrew Williams
Date of previous school inspection	Not previously inspected
Telephone number	01484 223888
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