

Upper Batley High School

Blenheim Drive, Batley Field Hill, Batley, West Yorkshire WF17 0BJ

Inspection dates

20–21 March 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Overall effectiveness at previous inspection	Not previously inspected

Summary of key findings for parents and pupils

This is a good school

- Overall, current pupils are now making good progress. The progress of disadvantaged pupils, particularly those in Years 7, 8 and 9, is improving.
- The progress of those pupils with special educational needs and/or disabilities (SEND) is also improving. They are supported effectively in the classroom, both in small groups and on an individual basis.
- Through a combination of the recruitment of high-quality staff and a rigorous approach to quality assurance, teaching and learning are improving. In some areas, humanities for example, the progress of pupils has improved significantly in a relatively short period of time.
- The behaviour of the vast majority of pupils is good. They are self-disciplined and routinely meet the high expectations of leaders and staff.
- Pupils' attendance is above the national average. However, a very small number of pupils are regularly absent.
- Leaders have been determined to ensure that pupils have high aspirations and expectations of themselves. Relationships between pupils and staff are positive and promote a learning environment where pupils are keen to learn and succeed.
- The headteacher has worked tirelessly to build the leadership capacity in the school so that all pupils are given a high quality of education.
- Trustees and governors support and challenge the school effectively, holding leaders to account for the impact of their actions on the progress and development of pupils.
- Leaders have established a broad and balanced curriculum which meets the needs of all pupils, including those who are most able.
- Leaders are aware that those pupils who are most able have not, in the past, made the progress expected of them when compared to other pupils nationally who have similar starting points. The progress of these pupils is now improving.
- Although pupils are provided with a range of tasks which stretch and challenge them according to their abilities, not all pupils consistently attempt these tasks so that their learning is deepened and have sufficient time to reflect on their learning.

Full report

What does the school need to do to improve further?

- Further improve teaching, learning and assessment and pupils' progress by ensuring that:
 - the stretch and challenge tasks which pupils are set, are attempted and completed by pupils, so that their learning is deepened
 - pupils have the time they need to reflect on and consolidate their learning, so that their understanding is deepened.
- Further improve leadership and management by ensuring that there is a focus by all leaders and staff on the progress of the most able pupils so that they catch up with those pupils nationally who have similar starting points.
- Further improve the personal development, behaviour and welfare of pupils by ensuring that:
 - the attendance of the very small number of pupils who are regularly absent is reduced
 - the behaviour of the very small number of pupils who do not meet the expectations of leaders and staff is improved.

Inspection judgements

Effectiveness of leadership and management

Good

- Since the school opened in April 2016, the headteacher has provided strong leadership. Through her work in partnership with trust leaders, she has rapidly developed leadership capacity across the school at all levels. Staff morale is high, and pupils are enthusiastic and positive about their experiences. As a result, the school continues to improve.
- Leaders set aspirational targets for all pupils. Leaders have developed assessment systems which are accurate and allow them to identify underachievement quickly and act to intervene. Consequently, pupils' progress from their starting points is improving.
- Teaching, learning and assessment is improving. Leaders have taken care in the recruitment of staff to ensure that pupils benefit, wherever possible, from high-quality teaching. Teachers and staff report that professional development programmes are useful and have helped them significantly in their roles. Consequently, the quality of teaching is improving, and pupils are making better progress across all subjects.
- The curriculum is broad and balanced. Leaders have ensured that the needs of all pupils are catered for by providing pupils with a choice of learning pathways which follow a combination of academic, vocational and technical programmes of study. All pupils, including those who are most able, can access subjects and courses of study which may provide them with the appropriate qualifications for their chosen career paths.
- Leaders have ensured that pupils' spiritual, moral, social and cultural development is at the heart of the school's work. Out-of-classroom activities, which provide opportunities for pupils to experience sport, music, drama and different cultures, are a strong feature. In addition, pupils participate in international service and local community projects which complement personal, social, health and economic education (PSHE) and assembly programmes.
- Leaders make effective use of the pupil premium funding for disadvantaged pupils. The progress of these pupils is improving.
- Leaders make effective use of the additional funding for pupils with SEND. The leadership of this area of the school's work is a strength. Consequently, the progress of pupils with SEND is good.

Governance of the school

- The trustees and governors hold leaders to account effectively. Trustees have a clear understanding of the school's strengths and weaknesses. They are aware of the need to maintain a focus on specific groups of pupils, such as those who are most able, to ensure that the progress of these pupils improves further.
- Trustees and governors discharge their legal responsibilities well. They are rigorous in analysing performance information and holding leaders to account for improving performance.

- Trustees and governors have a wide range of appropriate skills and knowledge, including knowledge of the local context, which enables school leaders to develop community relationships successfully. They are enthusiastic and passionate about the school and are determined to oversee its further improvement.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders have successfully established a culture of keeping pupils safe across the school. Staff are regularly trained and can identify causes for concern quickly and effectively. Pastoral leaders know pupils well and are quick to respond to pupils who become vulnerable by ensuring that timely referrals are made.
- The designated safeguarding lead maintains up-to-date records, completed in a timely manner.
- The single central register, which records the necessary checks on staff who work with children in the school, is compliant. Legal requirements for the recruitment of staff are in place, so that those who work in the school are safe to work with children.

Quality of teaching, learning and assessment

Good

- The quality of teaching across most subjects is good. Leaders have worked hard to develop the skills of teachers so that teaching improves rapidly. Leaders have been successful in this, as evidenced by a positive atmosphere for learning and the improving progress of pupils.
- Teachers have strong subject knowledge. Leaders encourage teachers to share good practice. Those teachers new to the school report that they feel very well supported by their colleagues and have benefited from the opportunity to work with more experienced teachers. This has contributed to the improvements in the quality of teaching. The vast majority of pupils take pride in their work, have positive attitudes to their learning, and complete any extra work set for them to help them to improve. Consequently, pupils in most subjects are making good progress.
- Pupils' literacy and numeracy skills are developed through a range of whole-school strategies. These include reading schemes, the use of literacy and numeracy resources within the form tutor programme, as well as regular challenges and competitions, which pupils enjoy and participate in enthusiastically.
- Those pupils with SEND make good progress. Pupils are supported effectively in the classroom and, where appropriate, pupils are encouraged to work independently of classroom support assistance, so that they develop confidence in their own abilities.
- Teachers consider prior attainment and assessment information when planning learning, providing pupils with stretch and challenge activities which best suit their abilities. However, pupils do not consistently rise to these challenges. Teachers do not always provide pupils with the time they need to reflect on and consolidate their understanding of what they have been taught.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Pupils are respectful to staff, visitors and each other, both in lessons and when out and about in the school. They are proud of their school and they wear their uniform smartly, meeting the school's expectations of them.
- The careers guidance the school provides for the pupils is a strength. This is complemented by the PSHE, form tutor and assembly programmes. Pupils benefit from outside speakers who visit the school, from the world of work and local colleges. Consequently, pupils understand the opportunities available to them for employment, training and further and higher education.
- Pupils report that bullying is rare in the school. The school's records show that this is the case. Staff take rapid and effective action to resolve any emerging issues and prevent further escalation.
- Pupils say that they feel safe in the school. Pupils who responded to the pupil survey were universally positive about their experiences and report that the pastoral leaders at the school care for their welfare and provide them with the help and support they need.
- The forest school provision successfully provides pupils with opportunities to develop their life skills through team-building activities and small-scale environmental projects.

Behaviour

- The behaviour of pupils is good. The vast majority of pupils behave well in lessons and around the school. The school is calm during breaktimes and lunch periods. Pupils understand and accept the high expectations set by school leaders. However, a very small number of pupils do not meet these expectations, and leaders are working hard to ensure that the behaviour of these pupils improves.
- Pupils' attitudes to learning are positive. Pupils participate in learning activities with enthusiasm, and as a result, they make good progress.
- Pupils' attendance is in line with the national average. Pupils are punctual to school. Persistent absence is below the national average, although leaders recognise that they still have work to do to reduce the absence of a very small number of pupils.
- Fixed-term exclusions of pupils are below the national average and have reduced from the previous year, although leaders recognise that they still have work to do to reduce the exclusions of a very small number of pupils.

Outcomes for pupils

Good

- Pupils' progress is improving. In the majority of subjects, pupils' progress is now good. Those pupils who are disadvantaged are also making better progress so that it is comparable to the progress of others in the school, who have similar starting points.

- Historically, those pupils who are most able have not made the progress other pupils with similar starting points do nationally. Although the progress of this group of pupils is now improving, leaders rightly recognise that there is more work to do. Pupils in Years 7, 8 and 9 are now making the strongest progress, particularly in English, mathematics and science.
- The progress of boys in English and mathematics is strong and is now close to the national average for boys' progress in these subjects.
- Those pupils with SEND make good progress. Leaders ensure that the additional funding to support them in the classroom is used effectively.
- Leaders have recognised the need to develop literacy and numeracy skills in the lowest-attaining pupils through reading programmes and additional interventions. School information suggests that pupils' reading ages have improved as a result.
- In 2018, pupils reached the destinations they aspired to through a variety of pathways, including further education, training and apprenticeship routes as a result of effective guidance.

School details

Unique reference number	142406
Local authority	Kirklees
Inspection number	10059022

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

Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Boys
Number of pupils on the school roll	677
Appropriate authority	Board of trustees
Chair	Alistair Megahy (acting)
Headteacher	Samantha Vickers
Telephone number	01924 326343
Website	www.ubhs.co.uk
Email address	office@ubhs.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- This boys school is a smaller than the average-sized secondary school.
- The proportion of disadvantaged pupils is higher than average.
- The proportion of pupils with SEND is average. The proportion who have an education, health and care plan is average.
- Most pupils are Asian British.
- Responsibility for the school rests with trustees, who delegate powers to the local governing board. The academy trust website and scheme of delegation can be found at www.batleymat.co.uk.

Information about this inspection

- Inspectors observed learning in a wide range of lessons and tutor sessions, some jointly with senior leaders.
- Discussions were held with senior and middle leaders, other staff and representatives from the trust and local authority.
- Inspectors looked at pupils' work in lessons and a sample of pupils' workbooks.
- Inspectors observed pupils' behaviour before school, during lessons, around school, in registration sessions, at breaktime and at lunchtime.
- Inspectors held a discussion with leaders of a local alternative provision.
- Inspectors spoke with pupils in discussion groups and informally around school.
- Inspectors scrutinised a wide range of documents, including the school self-evaluation, improvement plans, minutes of meetings of the governing body, information about the attainment and progress of pupils, records relating to behaviour, attendance and safeguarding, and information on the school's website.
- Inspectors considered 23 responses to Ofsted's online questionnaire, Parent View, including 18 free-text responses. Inspectors also considered 35 responses to the pupil survey, alongside 51 responses to the staff survey.

Inspection team

Barry Found, lead inspector	Her Majesty's Inspector
Stephen Crossley	Ofsted Inspector
Peter Cole	Ofsted Inspector
Gordon Watts	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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