

Inspection of Colne Valley High School

Gillroyd Lane, Linthwaite, Huddersfield, West Yorkshire HD7 5SP

Inspection dates: 18–19 September 2019

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Overall effectiveness at previous inspection Requires improvement

What is it like to attend this school?

A new principal took up post two years ago. Parents and carers, staff and pupils have a high level of confidence in the principal. He has made significant changes. Pupils and parents appreciate the improvements in behaviour and learning. Changes to teaching staff have reduced. There are now fewer temporary teachers. Leaders communicate well with parents. They have good links with those in the community.

Teachers challenge pupils to increase their knowledge across a full range of subjects. Teachers have clear expectations. They are fair and consistent in dealing with pupils' behaviour. Most lessons proceed without interruption. Most pupils cooperate, take part in lessons and enjoy learning. Teachers make sure that they include pupils with special educational needs and/or disabilities (SEND) in their lessons.

Staff and pupils have positive relationships with each other. Pupils and parents praise the help that adults give pupils when they have a problem. Parents are happy with their children's move from primary school into Year 7. Parents and pupils say that pupils are safe. Bullying is uncommon. There are fewer incidents of bullying. Most pupils say that teachers deal with bullying well when it occurs.

Pupils enjoy a wide range of extra-curricular activities, especially in sports and music.

What does the school do well and what does it need to do better?

Leaders and staff want all pupils to achieve well. Curriculum leaders have planned what pupils will learn in each subject in detail. Staff training has helped to improve teaching and the curriculum. In most subjects, detailed planning supports current pupils to remember the knowledge they need. These improvements have focused on key stage 3 and are recent. They have not helped to improve GCSE outcomes at the end of Year 11.

Leaders have identified the subjects where the curriculum has not been fully developed. For example, pupils know a lot of historical facts but are not good at using them to explain or analyse historical events. Leaders are improving the curriculum in weaker subjects by bringing in subject experts from within and beyond the trust.

Teachers have good subject knowledge, which they share with pupils enthusiastically. Pupils develop knowledge, skills and confidence in most subjects. In some lessons, pupils lack focus when teachers try to cover too much ground.

Teachers have good relationships with pupils. Staff use school routines, rewards and sanctions fairly. Most pupils work well and concentrate in lessons. Pupils contribute well in lessons. Teaching staff know about the individual needs of pupils with SEND. Staff meet these pupils' specific needs well.

Many subjects have well-considered approaches to assessment. Science tests check pupils' knowledge of current and previous work. In mathematics and science, assessment accurately identifies what individual pupils do not know. Teachers plan learning to give pupils time to address these gaps in understanding. In a few subjects, approaches to assessment are at an early stage of development. Sometimes, teachers ask pupils how confident they feel, instead of checking what they know and understand.

Teachers use tutor time to support pupils' reading or to practise recalling what they have learned. A programme for weaker readers at key stage 3 has improved their reading. Leaders plan to better promote the library to help pupils to enjoy reading more.

Pupils enjoy social studies. They like the opportunity to discuss issues such as sexuality and drugs. Pupils have good opportunities to learn about work. Governors know that careers education and work experience are important. Almost all pupils leaving the school entered education, training or employment last year. More pupils are taking up an apprenticeship.

Leaders have improved attendance. Attendance is good. Leaders have also reduced exclusions. Fewer disadvantaged pupils miss school. This has benefited pupils' learning.

Safeguarding

The arrangements for safeguarding are effective.

Leaders are well informed. They are thorough in their approach to safe recruitment, identifying risk and helping pupils. Staff receive appropriate training. Staff have a good awareness of local risks and of the individual needs of pupils. Staff use the school's clear procedures and well-kept records to identify and act promptly on any safeguarding issues. Staff and pupils know who to inform if they have any concerns.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Most subject leaders plan learning accurately. Assessment identifies clearly what pupils know and remember. However, in a few subjects, pupils do not acquire all the knowledge they need to achieve well. Attainment at GCSE is lower in these subjects. Senior leaders should ensure that all subject leaders are expert in planning the small steps in pupils' learning to help them achieve more highly. Leaders of weaker subjects should ensure that gaps in pupils' knowledge are closed so that attainment at GCSE can rise.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

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.

School details

Unique reference number	140660
Local authority	Kirklees
Inspection number	10110595
Type of school	Secondary comprehensive
School category	Academy sponsor-led
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,298
Appropriate authority	Board of trustees
Chair of trust	Jennifer Ryan
Principal	James Christian
Website	www.thecvhs.co.uk/
Date of previous inspection	14 June 2017

Information about this school

- At the previous inspection on 14 June 2017, the school was judged 'requires improvement'.
- A 'requires improvement' monitoring inspection took place on 18 May 2018.
- The school currently uses one alternative provider, Hebden Bridge School.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors met with the principal and members of the senior leadership team responsible for the curriculum, teaching, assessment and pupils' performance.
- Inspectors met with the chief executive of the trust, the chair of trustees, the chair and members of the local governing body, and a representative from the local authority.
- Inspectors focused on the following subjects: English, mathematics, science, history and languages. Inspectors met with subject leaders, teachers and pupils. Inspectors visited lessons with senior and subject leaders and, together, they

discussed pupils' work from the last and current school years.

- Inspectors looked at safeguarding records and procedures, discussed cases with a safeguarding leader and questioned staff and pupils.

Inspection team

Bernard Campbell, lead inspector	Her Majesty's Inspector
Gordon Watts	Ofsted Inspector
Stephen Crossley	Ofsted Inspector
Carl Sugden	Ofsted Inspector
Pritiben Patel	Ofsted Inspector

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