

Inspection of a good school: High Bank Junior Infant and Nursery School

Eighth Avenue, Hightown, Liversedge, West Yorkshire WF15 8LD

Inspection dates:

23–24 October 2019

Outcome

High Bank Junior Infant and Nursery School continues to be a good school.

What is it like to attend this school?

The headteacher and her team have created a school in which members of the school community, as the mission says, are 'All Different, All Valued'. Pupils are happy and very well cared for. They enjoy coming to school. Pupils say that bullying is rare. They say that it does occur, including name-calling. However, when this happens, staff deal with it effectively. Pupils behave well in lessons.

Leaders have set high expectations for what pupils should achieve in a range of subjects. They have considered the local area and the views of the pupils when designing the curriculum. Pupils are very positive about their learning. They like the teachers and other adults who help them. Pupils want to do well. They try hard in lessons.

Pupils have great opportunities to take part in sport and outdoor activities. They enjoy the wider range of after-school clubs and visits. This includes the busy breakfast club. The successful summer 'Healthy Holiday' programme the school runs is very popular with families.

Staff, pupils and parents are all very positive about the school. One parent said, 'The staff at High Bank have always been very supportive. I couldn't ask for a better school. It's like being part of one big family.'

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

Leaders, including governors, are determined that all pupils, including pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils, achieve as well as they can. Teaching in subjects such as reading, mathematics and history is well planned. Over the last two years, pupils' achievements have improved in these subjects. Leaders have introduced effective assessments to check that pupils are remembering the important knowledge across subjects.

Across the curriculum, most lessons are well sequenced to develop pupils' knowledge. For

example, in a history lesson Year 6 pupils talked confidently, and in some depth, about the concepts of censorship and propaganda during the Second World War, because of what they had learned earlier. The teaching of mathematics is also very strong. Work in pupils' workbooks shows that pupils use what they already know to deepen their understanding.

Young children make a prompt start when learning to read. Trained staff have the skills to teach phonics well. Teachers build pupils' knowledge in small steps. Where pupils fall behind, adults support them to catch up quickly. Pupils talk enthusiastically about stories they have listened to. The books pupils read are matched to their reading knowledge. This develops pupils' confidence and motivation in reading.

Children in the early years enjoy a stimulating learning environment. They become curious and independent learners. Staff make the most of the indoor and outdoor areas to develop children's knowledge, understanding and skills. Children enjoy the activities staff plan for them. While playing, children develop their social skills as well as their ability to read and count.

Teachers ensure that they support pupils with SEND in their classes well. Adults spend time with pupils who need extra support to ensure that they keep up. As a result, pupils with SEND achieve well. Leaders make sure that all pupils can take part in all the activities on offer, including the many after-school clubs.

Staff apply the school's behaviour policy consistently. They use praise appropriately when pupils are meeting the school's expectations. Pupils behave well in lessons. They listen attentively and work hard. Behaviour at lunchtimes is positive, yet a little more boisterous at playtime. Leaders use exclusions as a last resort. The number of exclusions has fallen in the last year. Pupils' attendance has improved. It is higher than that of other schools nationally. Pupils state that bullying happens but is rare and dealt with promptly by staff.

Leadership is strong at all levels. The headteacher has brought about great improvements to all aspects of the school. Well-considered plans for further improvement are in place. Governors know the school well and hold leaders to account. They visit often to find out how the school is developing. Leaders take account of staff workload and well-being. Responses to Ofsted's staff survey, Parent View, were very positive.

Leaders and staff have taken determined action to engage with parents and the community. The headteacher and staff are highly visible at the start and end of the school day. Weekly newsletters and the use of social media help parents know what is being taught. Workshops help parents know how to help their child learn at home. Parental confidence in the school is high. The vast majority of parents who completed Ofsted's survey, Parent View, would recommend the school.

Safeguarding

The arrangements for safeguarding are effective.

The culture of safeguarding is consistent with the caring ethos of the school. Staff receive

regular training and are vigilant. They quickly identify pupils who may be at risk and take appropriate action when required. Leaders follow up safeguarding issues appropriately. They work very well with external agencies and families to support pupils who need help.

Pupils are taught to keep safe in a range of situations, including when using the internet or social media. Leaders are aware of the risks that are specific to the local area, for example gang activity. They run many activities and events to inform pupils of those risks.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Following substantial improvements in reading, writing and mathematics since the last inspection, leaders have developed the full range of subjects. Leaders now need to fully implement their well-considered plans to ensure that, consistently, teaching sequentially builds pupils' knowledge and addresses any missing knowledge from earlier teaching.
- Leaders have introduced a new, effective approach to assessment. However, leaders and governors are not yet making the best use of this information to measure the impact of the developing curriculum. Leaders should embed the school's approach to assessment to ensure that they have a fully accurate picture of how well pupils are achieving in all subjects.

Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged High Bank Junior Infant and Nursery School to be good on 14–15 April 2016.

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	107684
Local authority	Kirklees
Inspection number	10110822
Type of school	Nursery infant junior
School category	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	157
Appropriate authority	The governing body
Chair of governing body	Graeme Sunderland
Headteacher	Kathryn Chubb
Website	www.highbankschool.co.uk
Date of previous inspection	14–15 April 2016

Information about this school

- The school is a smaller than average-sized primary school.
- The majority of pupils are White British.
- The school has a part-time nursery.
- The school provides a number of after-school and holiday clubs.

Information about this inspection

- I met with a number of leaders, including the headteacher, special education needs coordinator (SENCo), subject leaders and members of the governing body. A discussion was held with a local authority representative.
- I considered three subjects in detail: reading, mathematics and history. These deep dives included discussions with senior leaders and subject leaders, lesson visits, reviews of pupils' workbooks, discussions with pupils and discussions with teachers. I heard pupils read and looked at reading records.
- I considered a range of safeguarding information and documentation provided by the school and available on the school's website. I held discussions with a range of staff to consider their understanding of the school's safeguarding procedures. A range of pupils

explained how the school helps them to stay safe. I reviewed the record of recruitment checks alongside the school administrator.

- I observed pupils' behaviour across the school day, including the breakfast club, and at playtime and lunchtime. I reviewed responses to the staff, pupil and parent surveys. I also met with some parents at the start of the day.

Inspection team

Nicola Shipman, lead inspector

Ofsted Inspector

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