

Inspection of Hyrstmount Junior School

Highcliffe Road, Batley, West Yorkshire WF17 7NS

Inspection dates: 11 and 12 November 2021

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Outstanding
Leadership and management	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

Hyrstmount Junior School is at the heart of the community. Pupils bring the school rules of 'be ready, respectful and safe' to life. They like the school's 'heroic' values and said that these 'help you to become a good student'. Everyone takes pride in the school. The school's rich curriculum is celebrated through impressive displays. Stepping into the art room is like stepping into a gallery.

Pupils enjoy coming to school. Staff have high expectations of pupils. They know their pupils very well. Adults have established a positive environment where everyone gets along. Pupils behave well around school. They feel safe. They said that bullying rarely happens and if it does, adults deal with it straight away. Staff listen to pupils.

Pupils know they can talk to a member of staff or leave a note in the 'worry box'. They said that staff would help them.

Personal development is exceptional. Pupils understand the importance of treating people equally. Learning mentors are a strength of the school. They provide a strong link between parents, pupils and staff. Pupils take part in a wide range of after-school clubs, such as art, cooking and gardening. They are taught how to be mentally and physically healthy. Leaders support and encourage pupils' different faiths and beliefs.

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

Senior leaders and governors have prioritised school improvement. The headteacher has developed a strong team of leaders who are now supporting other staff. There has been a sharp focus on developing a curriculum that is well sequenced and well planned. Leaders have been sensitive to the community they serve. They consulted parents about the changes to the relationships and health education curriculum. Leaders adapted curriculum plans to reflect the legal requirements and the wishes of parents.

Leaders have created clear curriculum 'road maps' for each subject. These maps contain the expected end points for pupils to reach, for every year group. In mathematics, leaders provide teachers with regular training to give them the expertise they need to teach the curriculum well. Leaders have mapped out a wide range of vocabulary they would like pupils to know. Staff are at the early stages of modelling this vocabulary. However, there are too many words for pupils to remember. Restrictions that have been in place during the COVID-19 pandemic have limited the opportunity for teachers to deliver, check and revise their plans. This is particularly the case in physical education (PE). In history, pupils could remember some of the words teachers wanted them to know. Pupils could not recall some of the key events, people and dates that teachers had wanted them to remember.

Staff value time together to plan their lessons. They said that this supports their subject knowledge and their teaching. Teachers use year group expectations to plan sequences of learning. They make assessments during lessons and make any necessary adaptations. Adults scaffold learning well. For instance, in art, pupils practised the skills they needed to create effective chalk pictures.

Since the last inspection, leaders and governors have introduced a new reading curriculum. The deputy headteacher has an infectious passion for reading. The deputy headteacher and teachers have thought about the books and authors they want pupils to know. Each term, pupils learn about different authors. Leaders foster diverse, positive role models through reading, for example with the introduction of a wide range of authors to inspire pupils. Pupils enjoy daily story time. They understand why reading is important. One pupil said, 'The more you read, the better you get.' Weaker readers receive additional support. This helps them to practise the sounds they need to catch up.

The new special educational needs coordinator (SENCo) has hit the ground running. She works with a range of professionals and ensures that staff receive regular training. Pupils with special educational needs and/or disabilities (SEND) participate fully in school life. Staff plan appropriate adaptations to the curriculum. They have high expectations and ambitions for SEND pupils.

Leaders and staff provide a wide range of opportunities for pupils, to enhance the curriculum. For example, a local magistrate has visited Year 6. Pupils could talk about how their actions have consequences. Pupils know the meaning of democracy. Recent elections have taken place to elect school councillors. Pupils show respect towards others and value what each person has to say.

Parents and pupils value how leaders and staff are available to speak to, every day. Staff were positive about the steps leaders have taken to reduce workload.

Safeguarding

The arrangements for safeguarding are effective.

Safeguarding procedures are strong. Leaders regularly update relevant safeguarding policies. Suitable approaches are in place for managing safe recruitment. The school's safeguarding documentation is of a high standard. Staff access a wide range of training. They know how to identify pupils who are at risk.

Leaders work well with other agencies. They know about particular risks in the local area. Staff adapt the curriculum to help pupils understand how to recognise risks. Leaders identified road safety as an issue and provided extra safety lessons. Pupils know how to use safe practices, including when they are working online.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Teachers have planned essential subject-specific vocabulary that they would like pupils to know. Pupils do not consistently use and apply this. This is because there are too many words for pupils to know and remember. Leaders need to ensure that their strategy to build pupils' vocabulary is reviewed and applied consistently across all curriculum subjects.

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 information from Ofsted Parent View 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 the school and 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	107682
Local authority	Kirklees
Inspection number	10200668
Type of school	Junior
School category	Community
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	310
Appropriate authority	The governing body
Chair	Karen Barraclough
Headteacher	Matthew Leach
Website	www.hyrstmountjuniors.org.uk
Date of previous inspection	23 and 24 January 2018, under section 5 of the Education Act 2005

Information about this school

- The school offers breakfast club and several after-school clubs.

Information about this inspection

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

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors met with the headteacher, deputy headteacher, assistant headteacher and those responsible for governance. They also spoke with middle leaders, and those responsible for safeguarding, SEND, behaviour and attendance, and the curriculum. An inspector held a telephone conversation with a representative from the local authority.
- Inspectors carried out deep dives in reading, mathematics, PE, art and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- The views of parents were sought face to face, and inspectors considered the 36 responses to Ofsted Parent View.
- Inspectors considered the views of staff from meeting with staff, and from the 16 responses to Ofsted’s staff questionnaire.
- Inspectors were not able to use Ofsted’s questionnaire for pupils to gather evidence about their views, because they received no responses. Inspectors met with pupils, listened to them read and looked at their work. They observed an assembly. They also spoke with pupils during breaktimes and lunchtimes, and observed their behaviour during these times. An inspector visited the school’s breakfast club.
- Inspectors held meetings with the SENCo to consider the curriculum for pupils with SEND.
- Inspectors met with subject leaders to discuss curriculum plans. They visited lessons accompanied by senior leaders.
- Inspectors examined a range of documents, including safeguarding records, policies, and attendance and behaviour logs.

Inspection team

Ian Clennan, lead inspector	Ofsted Inspector
Dawn Foster	Ofsted Inspector
Gillian Douglas	Ofsted Inspector

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