

# Inspection of a good school: Brighouse High School

Finkil Street, Brighouse, West Yorkshire HD6 2NY

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Inspection dates:

15 and 16 February 2022

## Outcome

Brighouse High School continues to be a good school.

## What is it like to attend this school?

Pupils, including students in the sixth form, are proud to attend the school. They feel safe and cared for. Pupils feel they can speak to any member of staff if they have concerns or worries. Positive relationships are a cornerstone of the school and allow pupils to express themselves with confidence.

Pupils believe the school takes their well-being seriously. One pupil told an inspector, 'Everyone cares at Brighouse.' Pupils who spoke to inspectors said staff are quick to sort issues out, including rare incidents of bullying.

The atmosphere around school and in lessons is calm. Pupils behave well and engage positively in lessons. Pupils are polite and respectful towards each other and staff. There are clear and high expectations for behaviour that pupils know and understand. Staff apply the behaviour policy consistently.

Pupils have a form tutor who supports them and delivers 'learning4life lessons'. All pupils, including those with special educational needs and/or disabilities (SEND), are known and guided through their journey at Brighouse.

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

Leaders have put in place a curriculum that is broad, well designed and meets the needs of the pupils at Brighouse School. There is an acute awareness of what pupils need to support them in their stage of learning or employment. This runs through the school from Year 7 to the sixth form. Leaders make sure all pupils, including those with SEND, access an ambitious curriculum that stimulates their minds and promotes curiosity.

Subject leaders have a thoughtful approach to the curriculum, prioritising the needs of the pupils. They place a great deal of trust in the teachers, who are knowledgeable. Teachers use the range of information they have about pupils to plan lessons that develop their understanding of the subject. Pupils enjoy their lessons and can apply what they have

previously learned to what they are learning now. For example, in geography, Year 13 pupils could clearly explain the link from previous case studies in Year 11 to the coastal work covered in A-level geography.

Staff prioritise the well-being and personal development of pupils. Pupils are exposed to different beliefs and views, with an emphasis on understanding and tolerance. The personal development curriculum is well planned. The curriculum is produced with the support of the designated safeguarding leader, the behaviour lead and the special educational needs coordinator. The opportunities for pupils to develop their interests beyond the academic are continuing to grow and return to the levels offered before the global pandemic.

Pupils receive well-planned careers advice. There are structured opportunities for pupils to explore the choices they have at key points in their education. In the sixth form, pupils are given detailed support on further study or employment opportunities. Those pupils wishing to seek employment have daily contact with the careers adviser. The school is proud of the fact that every pupil identified as having SEND goes into further education or employment when they leave Year 11.

Pupils with SEND are known to the staff. The sharing of information with staff to support the needs of the pupils is clear and is appreciated by teachers. The school is continuing to strengthen and develop the relationships it has with parents. Pupils with SEND access the wider curriculum offers such as The Duke of Edinburgh's Award.

Behaviour in lessons is well managed. Leaders have supported pupils on their return to school through a focus on 'back to basics', ensuring pupils are aware of the expectations and are also ready to learn.

The sixth-form centre is on a different site from the main school. There are high expectations in the sixth form. Pupils appreciate the excellent learning environment. Sixth-form leaders know their students very well. Students are given help and advice before, and in some cases, after, they leave the sixth form. The pupils treat the study spaces and their café with respect.

Senior leaders are continuing to develop middle leaders, particularly those relatively new to post. The school is reflective and is focused on continually improving what the school has to offer. Staff are fully committed to the school. They feel that leaders listen to them and are considerate of the workload pressures they face.

Governors are knowledgeable and well informed. The relationship with senior leaders is professional and one that provides challenges. The governors' work with leaders provides impetus and strategic support.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders have created a diligent and vigilant culture of safeguarding. They provide training and regular updates for staff. Leaders work with external agencies to ensure the school has the information to make sure pupils are safe and to ensure that those who need help get it.

Safeguarding is seen as everyone's responsibility. Pupils and staff know whom to approach if they are worried or have concerns.

The governors check that the school meets its safeguarding duties.

## **What does the school need to do to improve?**

### **(Information for the school and appropriate authority)**

- Leaders have an accurate view of the school. They have supported subject leaders to develop curriculum plans that provide a framework to ensure pupils' needs are met in all areas. However, leaders acknowledge that in some subject areas, these plans are more detailed. Leaders need to continue their work to provide training and challenge for all subject leaders. This will act to support them so that they can ensure that the curriculum is thoughtfully planned and carefully sequenced to ensure maximum learning by building on what's gone before.

## **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 or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, 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 deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in May 2012.

## 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

<b>Unique reference number</b>	136604
<b>Local authority</b>	Calderdale
<b>Inspection number</b>	10211587
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	11 to 18
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	1350
<b>Of which, number on roll in the sixth form</b>	300
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Brian Robson
<b>Headteacher</b>	Richard Horsfield
<b>Website</b>	<a href="http://www.brighthouse.calderdale.sch.uk">www.brighthouse.calderdale.sch.uk</a>
<b>Date of previous inspection</b>	22 March 2017, under section 8 of the Education Act 2005

## Information about this school

- Brighthouse High School is a stand-alone academy.
- The school currently makes use of six alternative providers.
- The school is larger than the average secondary school.
- The school meets the requirements of the Baker Clause, which requires schools to provide pupils in Years 8 to 13 with information about approved technical education qualifications and apprenticeships.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and senior leaders. They also met with the chair of governors.
- Inspectors carried out deep dives in English, science, history and geography. These involved meeting with subject leaders, visiting lessons, looking at pupils' work and talking to pupils and staff. Other subjects were also considered through meetings with subject leaders.
- Information regarding pupils' attendance and behaviour was scrutinised.
- Inspectors met with the designated safeguarding lead to discuss the arrangements in place to safeguard all members of the school community. Inspectors scrutinised checks leaders make on the suitability of staff, and other safeguarding records.
- The inspection team spoke to staff about behaviour and their workload in the school. The responses to Ofsted's surveys for pupils, staff and parents were also considered.

### **Inspection team**

Richard Jones, lead inspector

Her Majesty's Inspector

Julian Appleyard

Ofsted Inspector

Eleanor Belfield

Her Majesty's Inspector

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