

# Inspection of Hanging Heaton Church of England Voluntary Controlled Junior and Infant School

High Street, Hanging Heaton, Batley, West Yorkshire WF17 6DW

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Inspection dates: 13 and 14 December 2022

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Pupils at Hanging Heaton School are happy and enthusiastic. As one parent said, 'My children run into school in a morning and skip out in an evening.' This typifies many parents' comments. Pupils behave well in school and bullying is very rare. Leaders stop bullying if it does happen. Pupils are kind and care for one another. They demonstrate the school's motto of 'Let all that you do be done in love'.

Leaders are ambitious for their pupils. They provide pupils with a range of opportunities that give them new and exciting experiences. Pupils achieve well in early reading and mathematics. Children settle well into the Reception Year. They learn rules and routines quickly. The curriculum prepares them for their next steps.

Leaders have thought carefully about how the curriculum is structured to support children's personal development. For example, children learn about mental health and resilience. Children take on roles of responsibility so they can actively contribute to the life of the school. For instance, pupil 'eco heroes' have used crisp packets to make blankets. These blankets will be given to vulnerable people in the community.

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

Leaders have made significant improvements to the curriculum. For example, in mathematics and physical education (PE), leaders have mapped out the important knowledge and skills that pupils should learn. As a result, pupils build secure knowledge as teachers plan small steps of learning effectively. However, this is not consistent across the curriculum. In some foundation subjects, the curriculum lacks precise organisation and structure. In subjects such as art and history, leaders have not accurately identified what pupils should know and what they should be able to do. As a result, pupils do not develop a depth of knowledge and understanding in some subjects.

Leaders prioritise reading. Staff use their phonics training well to check pupils' phonic knowledge. Pupils quickly gain the knowledge and skills they need to become confident, fluent readers. The books that pupils read match the sounds that they know. Pupils who need extra help receive this in daily catch-up sessions. Each pupil is encouraged to read every day and is given the opportunity to listen to an adult read to them.

In mathematics, learning is delivered in short units of work where knowledge builds progressively. Teachers check that pupils have grasped the essential information that they need to remember. In the early years, staff are knowledgeable about the teaching of early mathematics. Children are given sufficient practice to be confident in using and understanding number.

In the early years, adults support children's language development effectively using rhymes, stories and songs. Children learn through direct teaching from an adult and

carefully planned opportunities for play. Adults enable children to make decisions about their learning environment. For example, during a recent project about the Great Fire of London, children asked if they could make a bakery as part of their role play activities.

Leaders have thought carefully about how the experiences offered to pupils support their personal development. This is an integral part of the ethos of the school and the Christian values that leaders promote. Pupils talk confidently about equality and diversity. Leaders have developed an effective relationships and sex education and health education curriculum. Leaders have engaged well with community leaders so that this is accessible for all families.

Pupils with special educational needs and/or disabilities (SEND) achieve well. This is because leaders meticulously check that pupils' individual needs are identified. Clear plans of support help staff understand how to meet the needs of these pupils. Teachers make sensible and considered adaptations to the curriculum, where necessary.

Staff are proud of the school. They know that leaders, including governors, have their well-being at heart. Governors know the school well. They support and challenge school leaders, and this supports ongoing improvement.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders build links with families and know the individual circumstances of pupils very well. As a result, pupils get the help they need. Staff work closely with safeguarding partners and other agencies to support pupils. Staff are kept up to date about safeguarding issues and understand the risks that pupils face. Leaders protect pupils by raising awareness of safeguarding risks. This is achieved through an appropriate curriculum and school-wide policies. Pupils know how to speak to a trusted adult if they need support. The school makes appropriate checks on the suitability of adults working at the school.

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

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

- The curriculum in some foundation subjects is not fully developed. This means that pupils have gaps in their knowledge as there are no clear expectations for what pupils need to know and remember. Leaders need to ensure that the curriculum is organised with specific knowledge that builds year on year.

## 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.

## 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>	107709
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10241013
<b>Type of school</b>	Primary
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	134
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Rebecca Beaumont
<b>Headteacher</b>	Janet Potter
<b>Website</b>	<a href="http://www.hangingheaton.co.uk">www.hangingheaton.co.uk</a>
<b>Date of previous inspection</b>	11 December 2019, under section 8 of the Education Act 2005

## Information about this school

- The most recent section 48 inspection for schools with a religious character took place in May 2016.
- The school does not currently use any alternative provision.

## Information about this inspection

The inspectors carried out this graded 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 leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: reading, mathematics, art and design and PE. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work, including pupils with SEND.

- Inspectors also looked at curriculum plans and a sample of books for history.
- Inspectors visited lessons with leaders to look at the provision for pupils with SEND and scrutinised support plans for pupils with SEND.
- To inspect safeguarding, inspectors scrutinised safeguarding records, including the single central record. They also spoke to leaders, staff and pupils about safeguarding.
- Inspectors spoke to governors, Leeds Anglican Diocese and a representative from the local authority.
- Inspectors spoke to leaders for personal, social and health education and looked at curriculum plans for this aspect of the school's work.
- Inspectors observed breaktimes and spoke to pupils informally during these times.
- Inspectors spoke to parents informally on the playground and considered responses to Ofsted Parent View, Ofsted's online survey for parents.

### **Inspection team**

Becky Austwick, lead inspector

Ofsted Inspector

Belita Scott

His Majesty's Inspector

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