

# Inspection of a good school: Uppershong Junior and Infant School

Burnlee Road, Uppershong Junior & Infant School, Holmfirth, West Yorkshire HD9 2LE

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Inspection dates:

22 and 23 February 2023

## Outcome

Uppershong Junior and Infant School continues to be a good school.

## What is it like to attend this school?

Pupils flourish at Uppershong Junior and Infant School. Relationships between adults and pupils are kind and respectful. Leaders have provided a broad and interesting curriculum for all pupils. They make sure this includes those with special educational needs and/or disabilities (SEND). As a result, pupils thoroughly enjoy coming to school.

Leaders and staff have high expectations of pupils' behaviour. From Reception to Year 6, pupils know the simple school rules: 'ready, respectful, safe'. Adults show by example how they want pupils to behave. Pupils respond by being courteous, polite and cheerful. They are attentive in lessons and work purposefully on the tasks they are given.

Bullying is extremely rare. When pupils fall out, staff help them to sort things out. Pupils learn about diversity in the school community and the wider world. They respect and value people who are different to themselves.

There are a wide range of opportunities for pupils to develop their talents and interests. Leaders call this a 'singing school'. Pupils and staff enjoy the singing assemblies. Many pupils love being a part of the large school choir. All pupils learn to play the glockenspiel and some have individual instrument tuition. There are many clubs for pupils to enjoy, including drama, book club, film club and a range of sporting activities. The before- and after-school club provides a homely, safe space for those pupils who use it.

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

Leaders have developed the curriculum to ensure that it is ambitious for all pupils. In most subjects, leaders identify what pupils should learn and when. New content builds on what pupils already know. This helps pupils to work towards ambitious curriculum goals. Teachers help pupils to remember more by revisiting important knowledge regularly. They check pupils' work in lessons and give extra help when needed. This helps pupils to keep up. The curriculum is not as strong in all subjects. For example, in art and design, it is not clear exactly what pupils should learn in each year group. As a result, pupils have gaps in

their knowledge. Leaders keep the curriculum under close review and make continual improvements. They plan to make improvements to the curriculum for art and design.

Leaders prioritise reading. They plan events such as 'fall in love with reading' and 'pyjama day' to get families enjoying reading together. Pupils visit the local library and enjoy visits from a range of authors. Leaders provide a wide range of high-quality books for pupils to enjoy. Pupils learn to read quickly. Leaders have trained all staff to deliver the phonics programme. Teachers remind pupils of newly learned sounds throughout the day. This helps pupils to remember more and to keep up. Reading books match the sounds that pupils know. As a result, pupils develop confidence and enjoy reading. Those who find reading harder get extra help to catch up.

The curriculum for early years is broad and rich. It is reflected in the quality of provision for children. There are many opportunities to explore and practise what they learn in more formal sessions. Children do this with great enjoyment indoors and outside.

Pupils with SEND learn well. Teachers make adaptations to the curriculum where necessary. This helps pupils with SEND to learn the full curriculum alongside their peers. Pupils who need more support receive effective interventions. Those with SEND are fully included in everything the school has to offer.

Pupils' personal development is a high priority in the school. Leaders ensure that pupils have opportunities to take on responsibilities. Pupils are proud of their leadership roles. For example, Year 6 pupils act as buddies for children in Reception. They check in with the children to make sure they are doing well. Pupils sometimes have their own ideas about how to raise money for charity. They present their ideas in assembly and encourage other pupils to support the good cause they have chosen. For example, pupils are raising money for the Royal National Institute for the Blind by collecting used stamps. Pupils are prepared well for life in modern Britain. They learn about current issues at an age-appropriate level and about social responsibility.

Staff are well supported by leaders. They feel that leaders listen to them and help them to manage their workload. Governors are frequent visitors to school. They provide appropriate support and challenge for leaders. Parents and carers are exceptionally positive about the work the school does to provide a happy and safe place to learn.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders and governors make thorough checks on the suitability of adults to work with children.

Staff are fully informed about the latest safeguarding information. They are aware of the risks that pupils may face in the local area. Staff know pupils well and pass on any concerns about pupils' welfare to leaders. Leaders engage the help of outside agencies where appropriate and work with families to keep children safe.

Pupils learn to keep themselves safe online and in the community through the curriculum and in assemblies. Parents receive regular information and updates about online safety.

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

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

- In a minority of subjects, the knowledge that pupils should learn has not been clearly identified. As a result, pupils have gaps in their knowledge. Leaders should ensure each subject curriculum specifies clearly what pupils should learn and when.

## **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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the second ungraded inspection since we judged the school to be good in December 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.

## **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>	107680
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10240895
<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	208
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Catherine Patel
<b>Headteacher</b>	Carolyn Littlewood
<b>Website</b>	<a href="http://www.upperthongschool.co.uk">www.upperthongschool.co.uk</a>
<b>Date of previous inspection</b>	20 September 2017, under section 8 of the Education Act 2005

## Information about this school

- The school runs a breakfast and after-school club for pupils who attend the school.
- The school does not currently make use of alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspector held several meetings with the headteacher during the inspection.
- A meeting was held with seven members of the governing body.
- The inspector carried out deep dives in these subjects: early reading, mathematics, and art and design. For each deep dive, the inspector 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. She also met with the leader of design technology to discuss the curriculum and looked at samples of pupils' work.

- The inspector observed pupils' behaviour throughout the school day, including during lesson visits and at lunchtime.
- Pupils talked to the inspector, formally and informally, about their learning, their views on behaviour and the wider experiences they receive at school. The inspector also considered responses received through Ofsted's pupil survey.
- Safeguarding documentation and records for behaviour and attendance were considered.
- The inspector reviewed the responses received through Ofsted's survey, Ofsted Parent View, including free text responses.
- The inspector considered responses received through Ofsted's staff survey.

### **Inspection team**

Janet Keefe, lead inspector

Ofsted Inspector

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