

Inspection of Kirkheaton Primary School

New Road, Kirkheaton, Huddersfield, West Yorkshire HD5 0HR

Inspection dates: 21 and 22 November 2023

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The principal of this school is Richard Coates. This school is part of South Pennines Academies, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Lynda Johnson, and overseen by a board of trustees, chaired by Mick Kay.

What is it like to attend this school?

Pupils at Kirkheaton Primary School are happy to come to school because they enjoy their learning. Adults show pupils how to treat each other with respect. This inspires pupils to do the same. Children feel safe and have confidence in the adults in school. Many pupils told inspectors 'this school does not accept bullying' and inspectors agree. Pupils know that staff will sort out any worries or problems that they might have.

Adults have consistently high expectations for the way that pupils should behave. Pupils rise to these expectations. They develop their character through the many leadership opportunities on offer. For example, older pupils, acting as play leaders, support younger pupils with sensitivity and patience. The school prepares pupils well for their future lives.

The school has high expectations for what pupils can achieve. Leaders have established an ambitious curriculum. In the early years, children get off to a flying start. They quickly acquire the knowledge and skills that they need for Year 1 and beyond. Across the school, almost all pupils become confident learners, including those who are disadvantaged. Pupils have positive attitudes to their learning.

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

The school has prioritised the development of a broad and rich curriculum that starts as soon as children join the school. In the early years, children benefit from high-quality interactions with adults. Leaders have identified the vocabulary they want children to learn. Children use this new vocabulary confidently. This provides a strong foundation for older pupils to use increasingly complex vocabulary to explain their learning. Staff regularly check what pupils know and remember. However, in some subjects, the school has not defined the important knowledge that pupils need to learn clearly enough. At times, the tasks pupils complete do not match the intended learning precisely.

The mathematics curriculum is coherently planned and sequenced from early years through to Year 6. Pupils use mathematical language accurately and can explain what they are doing and why. The school teaches mathematics well and provides opportunities for pupils to practise their skills. As a result, most pupils become fluent and confident mathematicians.

Leaders have made sure that reading is a priority. Pupils have very positive attitudes towards reading. They talk with enthusiasm about their favourite books and authors. Pupils start learning to read as soon as they begin Reception. The school's phonics programme is securely embedded. The books that pupils read match the sounds that they know. The school has trained all staff in how to teach phonics effectively. Staff identify pupils who are at risk of falling behind with learning to read quickly. They provide effective support for these pupils so that they catch up with their

peers. Pupils in key stage 2 are inspired to read by the wide range of books in the new library.

The school supports pupils with special educational needs and/or disabilities (SEND) well. Adults are skilled at adapting their teaching and work for the pupils. This means that these pupils can successfully follow the same curriculum as their peers. The school identifies pupils' needs early. Leaders' work with other services helps to ensure that they meet pupils' needs effectively.

The school has established an ambitious curriculum for personal, social, health and economic education (PSHE). This is in the early stages of implementation. Pupils talk about issues such as relationships and consent with considerable maturity. They learn how to stay safe online and in the community. However, some aspects of pupils' PSHE knowledge, such as knowledge of the fundamental British values, are less well developed. Pupils enjoy the extra-curricular activities available including a wide range of after-school clubs. Opportunities include sports clubs, tournaments, singing and a dance club.

Those responsible for governance know the school well and provide appropriate challenge to leaders. The school benefits from the professional development provided by the trust. Leaders take staff workload into account in their decision-making. Staff are proud to work at Kirkheaton.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subject areas, the school has not defined the most important knowledge that pupils, including those with SEND, need to remember. This means that pupils do not develop the subject knowledge they need for later learning. The school should make sure that subject leaders identify the knowledge and vocabulary that pupils will learn in each year group, including when this should be taught.
- Pupils do not have a secure understanding of some areas of the PSHE curriculum, such as the fundamental British values. This means that pupils are not prepared fully for life in modern Britain. The school should make sure that teachers have the training and support they need to implement the newly established PSHE curriculum effectively.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	148293
Local authority	Kirklees
Inspection number	10297508
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	377
Appropriate authority	Board of trustees
Chair of trust	Mick Kay
Principal	Richard Coates
Website	www.kirkheatonprimary.com
Date of previous inspection	Not previously inspected

Information about this school

- Kirkheaton Primary School converted to become an academy in February 2021. When its predecessor school, of the same name, was last inspected by Ofsted it was judged to be good overall.
- The school is part of South Pennines Academies.
- The school does not use any alternative providers.

Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- 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 principal and many of the school's leaders.

- The lead inspector held a meeting with trustees, including the chair of the trustees. The lead inspector met separately with the local academy board. The lead inspector also held a separate meeting with a representative of the CEO of the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, science, art and geography. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors listened to a range of pupils read from different year groups.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors met with leaders about the provision for pupils with SEND and reviewed plans to support these pupils.
- To gather the views of pupils, inspectors took account of the pupil survey. Inspectors also spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from the Ofsted Parent View survey, including free-text comments.
- To gather the views of staff, inspectors took account of the staff survey.

Inspection team

John Davie, lead inspector	Ofsted Inspector
Jen Sloan	His Majesty's Inspector
Mike Smit	Ofsted Inspector

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