

Inspection of Hartshead Junior and Infant School

School Lane, Hartshead, Liversedge, West Yorkshire WF15 8AW

Inspection dates:	10 and 11 December 2024
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?

This is a small school with a big heart. Pupils at Hartshead say they all feel part of one big family. They are proud to attend this school. Pupils feel safe and know that they matter. Younger pupils enjoy the regular opportunities to complete activities alongside their family members during the school day.

Staff know every child individually. They have high expectations for the achievement of pupils. This includes pupils with special educational needs and/or disabilities (SEND). Overall, pupils achieve well during their time at Hartshead.

Behaviour is positive. Pupils are typically calm and polite. Warm relationships between school staff and pupils support learning. In lessons, pupils show enthusiasm and resilience. The school is determined to ensure that all pupils come to school as often as possible. Very few pupils do not attend school regularly.

Older pupils are excellent role models for the younger pupils. The 'Hartshead care crew' helps to ensure pupils always have someone to talk to when they feel worried. Pupils enjoy a wide range of extra-curricular activities, including singing in the school choir or attending a sports club. Each year, the whole school visits Filey and attends the theatre at Christmas.

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

The school has designed a carefully considered and ambitious curriculum for mixed-age classes. Recently introduced schemes of work help to break down the curriculum into small steps. In some curriculum areas such as mathematics, pupils make links across different areas by solving problems and using their knowledge to select appropriate methods and strategies. In English lessons, the school has thought carefully about how to motivate pupils to write by encouraging the use of images and story starters. However, in some foundation subjects where this curriculum content is still new, pupils have not had the opportunity to make connections in their learning. Teachers present subject matter clearly. For example, in mathematics, teachers demonstrate how to use known multiplication facts and place value to help pupils solve unfamiliar calculations. Teachers make regular checks during lessons to ensure pupils have understood. They make appropriate adaptations to help pupils build their knowledge successfully. Pupils are clear on how to improve their work.

Clear processes for identifying pupils with SEND are in place. The school works closely with wider agencies to seek appropriate advice. Individual plans are well constructed and help ensure pupils with SEND access the curriculum alongside their peers.

High-quality phonics teaching helps pupils quickly develop the skills they need to be successful. Books are matched closely to the sounds that pupils know. Staff are well trained and provide effective support in reading to any pupils who need additional help. These pupils quickly catch up to their peers. Pupils talk enthusiastically about the

different books they have read. Story time is an important part of the day. Older pupils love reading the class texts. Year 6 pupils model the importance of reading widely by donating their favourite texts to the school to help inspire others.

Children in the early years make a positive start to their time in the school. Well-planned activities enable children to build their vocabulary. Pupils access a range of interesting activities designed to develop their curiosity beyond the indoor classroom. Staff know how to identify pupils needing extra support and ensure children build language skills across the curriculum. Routines are quickly established. Children show sustained concentration and listen closely. They are well prepared for key stage 1.

The school regularly hosts opportunities for parents and carers to visit school. This approach helps ensure positive relationships between school staff and families. Pupils behave well in this school, and the school's work to deal with any behaviour incidents that do occur is highly effective. Attendance and punctuality are a high priority, and pupils attend school well.

The personal development offer is a strength. Pupils are committed to making a difference to the local community. They are provided with regular opportunities to support local charities such as the food bank. Pupils have a secure knowledge of fundamental British values and learn about different faiths and religions. Older pupils develop their talents and interests through the 'Lion Award'. A range of opportunities help pupils develop a sense of responsibility, including becoming playground leaders or joining the school council.

Leaders always put the interests of pupils first. Governors know the school well and take their responsibilities seriously. Leaders ensure staff workload is managed well. This helps staff feel valued and part of the team.

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 areas of the curriculum, subject content is still new. This means pupils have not yet had sufficient practice to apply this new knowledge to make sense of larger and more complex ideas. The school should ensure pupils are given further practice opportunities that are designed to help pupils make links across the curriculum and develop disciplinary knowledge.

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	107667
Local authority	Kirklees
Inspection number	10346189
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	79
Appropriate authority	The Local Authority
Headteacher	Sarah Shaw
Website	www.hartsheadschool.co.uk
Date of previous inspection	19 November 2019, under section 8 of the Education Act 2005.

Information about this school

- The school is much smaller than the average-size primary school.
- 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. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation 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.
- The lead inspector held meetings with the governing body, including the chair, and a

member of the local authority.

- 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 held meetings with the headteacher and other leaders and staff.
- Inspectors considered the views of parents through the responses to Ofsted Parent View, including the free-text comments.
- The lead inspector considered the views of staff through their responses to Ofsted's online survey for staff.
- Inspectors reviewed documentation on pupils' behaviour, attendance and personal development.
- Inspectors carried out deep dives in these subjects: early reading, mathematics 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.
- An inspector looked at samples of pupil's work in writing and the wider curriculum.
- An inspector observed pupils reading to a familiar adult.

Inspection team

David Taylor, lead inspector

Ofsted Inspector

Karen Smith

Ofsted Inspector

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