

# Inspection of Kirkburton Middle School

Turnshaws Avenue, Kirkburton, Huddersfield, West Yorkshire, HD8 0TJ

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Inspection dates: 16 and 17 November 2021

**Overall effectiveness** **Good**

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The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Previous inspection grade	Inadequate

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

Leaders have improved the school significantly, including the quality of education that pupils receive. As a result, pupils achieve well. Pupils are rightly proud of their school. Parents and carers are equally positive about the school. Most parents who responded to Ofsted Parent View said they would recommend the school to others.

Pupils are happy at school because leaders have created a culture where everyone cares for each other. Staff know every pupil very well. Pupils told inspectors that bullying rarely happens. If it does, they are confident that adults will sort it out immediately. During the inspection, pupils excitedly took part in 'odd socks day', an anti-bullying awareness event.

Leaders and staff have very high expectations of pupils. Pupils behave exceptionally well. They willingly follow teachers' instructions promptly. Teachers make learning interesting and engaging. Pupils work hard and take pride in their work.

The school offers pupils many opportunities for learning beyond the classroom. For example, pupils have access to many visits and after-school clubs such as drama, music, sports and gardening. Leaders make sure that these experiences are accessible to everyone. Pupils relish these opportunities and take-up is high.

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

Since the previous inspection, new leaders have rapidly improved all aspects of the school. Despite the COVID-19 pandemic, they have tackled the weaknesses effectively. Leaders are resolute that all pupils will learn and achieve well.

Leaders have planned the curriculum so that it is ambitious for all pupils. Subject leaders continue to refine their curriculum plans so that learning is sensibly sequenced. Teachers have received subject-specific training. They are knowledgeable about their subjects. This helps them to deliver the curriculum well. Because of this, pupils build up important knowledge and skills.

In most subjects, such as geography and modern foreign languages, assessments are well developed. However, in a few subjects, such as English and art, assessments are not closely matched to the key knowledge that pupils need to remember.

Reading has a high profile in this school. Leaders have established a wider reading programme to encourage pupils to read more. Pupils are developing their love of reading. They have many opportunities to read. For example, during enrichment and reading lessons. The weakest readers receive effective support. As a result, these pupils are reading with increasing confidence and fluency.

Leaders want all pupils to do well, including those with special educational needs and/or disabilities (SEND). The new special educational needs coordinator (SENCo) assesses and identifies pupils' needs well. However, provision for SEND has not been consistently well planned. Leaders recognised that there is further work to do. They have clear plans in place to address the most pressing priorities. This includes providing training for teachers on how to support pupils with SEND more effectively.

Personal, social, health and economic (PSHE) education underpins everything the school does. Leaders' work to support pupils' personal development is exceptional. Pupils learn in depth about different faiths and cultures. They have a deep understanding about the importance of respecting difference.

Teachers encourage pupils to take on leadership roles. Many pupils willingly take on roles of responsibility such as student councillors and literacy mentors. They act as great role models. For example, Year 8 pupils listen to pupils read in Year 6. Pupils appreciate the wide range of careers experiences they receive such as visits to colleges and universities. Pupils record these experiences within their careers logs. These help to develop pupils' aspirations for their future.

Governance is a strength. Governors bring a wide range of expertise to their roles, including knowledge about effective safeguarding. The trust and governors know the school well. They share school leaders' ambition to provide high-quality education for all pupils. Governors are well-informed. They have an accurate view of the school's strengths and what needs to improve. Governors hold school leaders to account effectively, including for the quality of education that pupils receive.

Staff appreciate the training and learning opportunities they receive. They value working with other schools in the trust. This enables them to develop their professional expertise. Leaders have improved the school. But they have done so while considering staff workload and well-being. Staff report that they are proud to work at the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

Pupils' safety and well-being are the top priorities for leaders. The trust oversees the school's safeguarding arrangements. The headteacher is supported by a named safeguarding governor who has a thorough understanding of safeguarding practice and procedures. Staff receive frequent safeguarding training and updates. They know that safeguarding is everyone's responsibility, not just leaders'. Staff know pupils and their families very well. Designated safeguarding leaders work effectively with external agencies to make sure that vulnerable pupils receive the help they need in a timely manner.

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

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

- In a few subjects, such as English and art, assessment is less developed. This is because assessment is not closely matched to the knowledge that teachers want pupils to know and remember. In some instances, checks are not as helpful as they should be in pinpointing what subject content pupils need to revisit and practise. Leaders should ensure that teachers receive appropriate training and guidance on how to accurately assess what pupils have learned.
- Pupils with SEND do not consistently receive the precise support that they need to help them achieve as well as they could. Some teachers do not consistently adapt their teaching to ensure that the needs of pupils with SEND are met fully. Leaders should implement their plans to address this, so that they meet the needs of pupils with SEND 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.

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>	143791
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10184611
<b>Type of school</b>	Middle deemed secondary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	10 to 13
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	502
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Philip Marshall
<b>Headteacher</b>	Christopher Taylor
<b>Website</b>	<a href="http://www.kirkburtonmiddleschool.co.uk">www.kirkburtonmiddleschool.co.uk</a>
<b>Date of previous inspection</b>	23 March 2021, under section 8 of the Education Act 2005

## Information about this school

- The school is part of The Mast Academy Trust.
- The headteacher took up post in January 2020 and the deputy headteacher joined the school in October 2019.
- Since the previous inspection, there has been significant changes to leadership, including governance.

## Information about this inspection

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

In accordance with section 13(5) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires significant improvement.

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

- Inspectors met with the headteacher, the senior leadership team, the SENCo, middle leaders and a range of teaching and support staff. An inspector spoke with the chief executive officer and met with three governors, including the chair of the local governing body.
- Inspectors examined the quality of education that pupils receive in reading, geography, modern foreign languages and PSHE. Inspectors met with the curriculum leaders for each subject, visited lessons, looked at pupils' work and spoke to pupils and teachers. An inspector listened to pupils read.
- Inspectors also examined a range of curriculum plans and looked at pupils' work in English, drama, design technology, science, and art.
- Inspectors looked at pupils' behaviour and conduct across the school day. Inspectors held discussions with groups of pupils. Inspectors met with different members of staff, including early career teachers and support staff, to gauge their views on how well pupils behave and conduct themselves.
- Inspectors carried out a range of activities to check the arrangements for keeping pupils safe. Inspectors looked at the school's policies relating to safeguarding, met the designated safeguarding leaders and considered records of the vetting checks the school makes on its staff.
- Inspectors looked at other information about behaviour, attendance and extra-curricular activities that support pupils' personal development.
- Inspectors also considered the views of 115 parents in their responses to Ofsted's online survey and Ofsted Parent View questionnaire.

### **Inspection team**

Jean Watt, lead inspector	Her Majesty's Inspector
Marcus Newby	Her Majesty's Inspector
Zoe Helman	Ofsted Inspector
Chris Fletcher	Ofsted Inspector

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