

Inspection of a good school: Heaton Avenue, A Share Primary Academy

South Parade, Cleckheaton, West Yorkshire BD19 3AE

Inspection dates:

2 and 3 February 2023

Outcome

There has been no change to this school's overall judgement of good as a result of this ungraded (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a graded (section 5) inspection were carried out now. Inspectors are recommending the next inspection to be a graded inspection.

What is it like to attend this school?

Pupils enjoy coming to this school. Teachers motivate pupils to do well. Pupils have positive attitudes to learning. They behave well and show high levels of respect for staff and each other. Pupils are well mannered and courteous. Staff have high expectations of pupils.

Equality is important here at Heaton Avenue. Pupils want everyone to be included. They learn in an environment that promotes leadership skills, gives them opportunities beyond classroom learning, and where the whole school community is valued. It is a warm and welcoming school.

Pupils are confident that bullying will be dealt with effectively. They can communicate their worries in different ways to get help when needed. These include using worry boxes and a dedicated school email address for the oldest pupils. Pupils say they can share any worries with trusted adults.

The teaching of phonics is inconsistent. Some older pupils do not get enough opportunities to read with adults and develop their reading skills. Teachers do not always teach the intended curriculum. When this happens, pupils miss out on learning essential knowledge.

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

Leaders promote a love of reading. Pupils experience a range of texts in school that are closely matched to the whole curriculum. They enjoy daily story time. Children begin to learn to read from the early years where texts are at the heart of their learning. Pupils across the school enjoy collecting rewards for reading regularly. Yet, the teaching of early

reading is not taught with consistency. Adults do not model a consistent approach for pupils to sound and blend words effectively. The books pupils read are not matched well to their phonics knowledge. This means that some pupils struggle to learn to read.

In mathematics, pupils learn through a clear lesson structure that teachers and pupils know and understand. Pupils enjoy mathematics. They particularly like the opportunities teachers provide for them to work together to solve problems. In early years, children develop their numeracy skills well. For example, children in the Nursery learn about number through rhyme and song.

Leaders have developed an ambitious curriculum. In most subjects, it is clear what pupils need to learn and when. This includes the development of understanding of the essential vocabulary that pupils will need for different curriculum subjects. However, in some subjects, including history, teachers do not always teach the intended curriculum. Pupils do not gain all the knowledge they need to learn effectively. Some complete work that is too easy for them. Leaders have not made sure that all teachers check what pupils know and can remember. Teachers do not always use the assessment information that they do gather, to accurately plan pupils' next steps.

Pupils with special educational needs and/or disabilities are well supported. Staff work hard to identify and remove barriers to learning. For example, teachers break down learning into smaller steps. They provide a range of carefully considered resources to help pupils to access their learning.

Pupils relish taking an active part in school life. They enjoy working towards the rewards that they can achieve. These rewards motivate pupils to work hard and do well. They can learn leadership skills through taking up roles as anti-bullying ambassadors, school councillors or by being part of the media team. Pupils are proud to hold these positions of responsibility. School trips are carefully linked to learning. Pupils talk with enthusiasm about upcoming residential educational visits. Leaders promote different world faiths and cultures. A range of lunchtime and after-school clubs are offered, including a variety of sports. The curriculum helps pupils to know what to do to keep safe in the community, make healthy choices and understand healthy relationships.

Governors and trustees work closely with leaders to improve the school. Leaders are ambitious for the future of the school. Staff feel valued. They appreciate the support that leaders provide for their welfare and workload.

In discussion with the headteacher, the inspector agreed that reading, the further development of some foundation subjects and the use of assessment, may usefully be the focus for the next inspection.

Safeguarding

The arrangements for safeguarding are effective.

The designated safeguarding leader has implemented clear procedures and policies to keep pupils safe. Leaders work in partnership with external agencies to get families facing difficult circumstances the support they need. Staff and governors receive appropriate training. They understand the safeguarding issues that pupils might experience. Staff know how to get further advice, if needed. Leaders involved with recruitment carry out the correct checks to make sure adults in school are suitable to work with pupils. Pupils say that they are safe in school. They learn about potential risks to their safety, including online safety.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The teaching of phonics is inconsistent. Not all teachers teach pupils how to sound out and blend words correctly. Reading books do not match pupils' phonic knowledge well enough. Older pupils at the earliest stage of reading do not get enough opportunities to read. These weaknesses mean that too many pupils struggle at the earliest stages of learning and do not become fluent, confident readers. Leaders should ensure that there is a consistent approach to the teaching of phonics and that the books pupils' read are accurately matched to their phonic knowledge. Older pupils should read more frequently to build their confidence and fluency.
- Assessment is not always used effectively to inform teaching and learning. Teachers do not always check what pupils know and can remember. This means that some pupils are provided with learning that is not accurately matched to their existing knowledge and understanding. Leaders should ensure that teachers check what pupils know and can remember and that they use assessment information effectively to inform pupils' next steps in learning.
- In some subjects, the curriculum is not implemented as effectively as in other subjects. The content of lessons does not always match the learning intentions. This means that some pupils do not gain the necessary knowledge and skills that they need. Leaders should support teachers to ensure curriculum subjects are taught as intended, in line with the designed curriculum.

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 first ungraded inspection since we judged the school to be good on 4 and 5 July 2017.

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

Unique reference number	141904
Local authority	Kirklees
Inspection number	10240520
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	387
Appropriate authority	Board of trustees
Chair of local governing body	Vic White
Headteacher	Jo Jenkinson
Website	https://www.heatonavenue.co.uk/
Date of previous inspection	4 and 5 July 2017, under section 5 of the Education Act 2005

Information about this school

- The school does make use of alternative provision.
- The school has a Nursery provision. It caters for children from age 3.
- The school offers wraparound care through a breakfast club and an after-school club.

Information about this inspection

- 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.
- The inspector carried out deep dives in these subjects: early reading, mathematics and history. The inspector discussed the curriculum with curriculum leaders and subject champions, visited a sample of lessons and spoke to teachers. The inspector spoke to pupils about their learning and looked at samples of pupils' work. The inspector also looked at pupils' work in science.
- The inspector listened to some pupils reading with a familiar adult.

- To inspect safeguarding, the inspector spoke to staff, parents and governors. Safeguarding documentation was scrutinised, including the safeguarding policies, and the single central record. The inspector spoke to pupils and observed relationships between pupils and adults. The inspector also met with the designated safeguarding lead and deputy designated safeguarding lead.
- The inspector gathered views of parents informally in person and formally through responses to Ofsted’s online survey, Ofsted Parent View, and free-text responses. The views of staff were considered through the staff survey and through meetings with them. Pupils’ views were considered through meetings and the pupil survey.
- The inspectors spoke with representatives from the local governing body and the trustees.
- The inspector met with the chief executive officer for the trust.
- The inspector observed pupils’ behaviour in classes, during breaks and at lunchtime.

Inspection team

Emily Stevens, lead inspector

His Majesty’s Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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