

# Inspection of a good school: North Huddersfield Trust School

Woodhouse Hall Road, Huddersfield, West Yorkshire HD2 1DJ

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Inspection dates:

11 and 12 May 2022

## Outcome

North Huddersfield Trust School continues to be a good school.

## What is it like to attend this school?

Leaders at North Huddersfield Trust School have developed an ethos around the values of professionalism, respect, innovation, determination, and enrichment (PRIDE). Pupils and staff work hard to bring this to life in their everyday interactions in the school. There is a welcoming and vibrant atmosphere in the school. The diversity of the school and community is celebrated.

Pupils know staff care about them. They say that they can go to anyone for help, knowing that they will be listened to. Staff are passionate about ensuring pupils get the support that they need. Pupils told inspectors bullying is rare. If there are issues, staff quickly resolve them. Staff help pupils to build and manage positive relationships. Pupils are calm and patient, staff are visible to help pupils remain safe. In lessons, pupils focus on their work without disruption.

Parents and carers are complimentary about the school and how much their children enjoy their learning. Leaders use a variety of systems and methods to communicate with parents. However, a small minority of parents would like more information.

A unique feature is the 'Trust Partners' who work closely with the school for the benefit of pupils. This includes local businesses, community organisations, local colleges, and the university. This strengthens the provision in the school and the wider community.

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

Since the last inspection leaders have reviewed the curriculum. They have designed a curriculum that sequences what pupils need to learn in a clear order. This helps pupils develop their knowledge and skills. In recent times, leaders have focused on strengthening pupils' memory so that they can recall information and use it in new learning. Pupils like this approach and say that it helps them to remember what they have been learning. In some subjects, such as modern foreign languages, this is well

developed. However, in English, the strategies have only recently been implemented and as a result are not as strong.

Teachers check if pupils have any misconceptions about their learning, and then quickly address them. Subsequent work in pupils' books show where they have made improvements. Pupils show care in the presentation of their work.

Leaders recognise the need to ensure pupils can read well. In English, they read quality texts as a basis for their learning. Weaker readers are identified for extra help. There is a whole-school focus on improving literacy. Pupils are keen to talk about their learning in different subjects. At times they are hampered by not having the subject-specific technical language that they need to be able to do this well.

Leaders have produced detailed plans for pupils with special educational needs and/or disabilities (SEND) that provide strategies for staff to support pupils' individual needs. Teachers have had recent training linked to SEND. In lessons, teachers use this information to make adjustments, so pupils with SEND do well.

Teachers have high aspirations for pupils including preparing them for their next stage. Pupils are being encouraged to study a modern foreign language in key stage 4, in line with the English Baccalaureate qualification. There is a focus on careers learning which meets the Gatsby Benchmarks. The trust partners enhance this provision by giving their support to the school, including work placements, interviews, peer mentoring, volunteering, and joint projects.

Leaders recognise the importance of the personal development of pupils across the curriculum. The curriculum is carefully planned to enhance pupils' cultural capital and understanding of the world. In assemblies and form time, staff raise awareness of a variety of issues and themes including positive healthy relationships, improving mental health, lesbian, gay, bisexual and transgender, Black history and Ramadan. Pupils value having the time to consider these topics to help their understanding. They talk with enthusiasm about their learning in personal, social and health education.

There are several enrichment activities for pupils to access including a variety of sports, theatre trips, science trips and charity events. These are well attended by pupils, including those with SEND. Pupils value the opportunities they have to develop as leaders. They are keen to be representatives of the student parliament or act as librarians to support their peers.

Staff are proud to work at this school. They feel leaders are approachable and supportive at times when they have an increase in workload. They are clear about the way colleagues support one another. Leaders have ensured there are a series of planned opportunities to promote staff well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

Relationships in school are strong between staff and pupils. Staff recognise when action needs to be taken to keep pupils safe. Regular training ensures staff are up to date.

Leaders have put clear safeguarding procedures in place. Records show clear actions have been taken in response to concerns. This includes working with external agencies. Leaders take swift action to mitigate risk and challenge decisions made when more support is vital.

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

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

- The recently introduced focus on promoting pupils' memory is not as well developed in some areas of the curriculum as others. This reduces the depth of knowledge and skills that pupils can master. Leaders need to ensure that the curriculum gives opportunities for pupils to recall important information. Teachers should enable pupils to use this information in their new learning.
- In some areas of the curriculum, pupils do not have a grasp of the subject-specific language and vocabulary they need. This means they are unable to articulate their learning effectively. Leaders, together with subject leaders, must ensure there are opportunities for pupils to strengthen their understanding of academic and technical language.
- A small minority of parents feel that they need more information from the school. They miss out on knowing how best to support their child. Leaders need to ensure the avenues of communication they use are effective, so that all parents receive the information that they need.

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

This is the first section 8 inspection since we judged the school to be good in April 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.

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>	136502
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	10226870
<b>Type of school</b>	Secondary comprehensive
<b>School category</b>	Foundation
<b>Age range of pupils</b>	11 to 16
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	892
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Sarah Grant
<b>Headteacher</b>	Andrew Fell
<b>Website</b>	<a href="http://www.nhtschool.co.uk/">http://www.nhtschool.co.uk/</a>
<b>Date of previous inspection</b>	25 and 26 April 2017, under section 5 of the Education Act 2005

## Information about this school

- There is a breakfast and after-school club.
- A small number of pupils attend off-site alternative provision at Ethos Academy and Brian Jackson College.
- The proportion of pupils who are disadvantaged is well above the national average.

## 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.
- Inspectors met with the headteacher, senior leaders, special educational needs and disabilities coordinator, curriculum leaders and other members of staff. The lead inspector met with a group of trust partners and governors, including the chair of governors. She took account of 96 responses to Ofsted's staff survey.

- Inspectors scrutinised a range of documentation, including the school self-evaluation and development plans, safeguarding documents and minutes of governing body meetings.
- Inspectors conducted deep dives in the following subjects: English, modern foreign languages, and physical education. Inspectors looked at curriculum plans, visited lessons across year groups, reviewed pupils' work and talked to them about their learning.
- The lead inspector visited different areas of the school site including English as an additional language; SEND, the EVOLVE provision and 'The Bungalow' for pupils with learning or mental health needs.
- Inspectors observed pupils' behaviour in lessons and around the school, including at breaktimes, lunchtimes and at the end of the day. They gathered pupils' views about the school, including formal and informal discussions. They took account of 62 responses to Ofsted's pupil survey.
- Inspectors took account of the views of 40 parents who responded to Ofsted Parent View.

### **Inspection team**

Louise Greatrex, lead inspector

Ofsted Inspector

Liz Cresswell

Ofsted Inspector

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