

Inspection of a good school: Horbury Bridge Church of England Junior and Infant Academy

Bridge Road, Horbury Bridge, Wakefield, West Yorkshire WF4 5PS

Inspection date:

8 February 2023

Outcome

Horbury Bridge Church of England Junior and Infant Academy continues to be a good school.

What is it like to attend this school?

Staff and governors have high expectations of pupils' achievement. English and mathematics results reflect this. However, leaders' high expectations go well beyond academic success.

The curate of Horbury Bridge wrote the hymn 'Onward, Christian Soldiers' for the pupils in this community in 1865. Leaders are inspired by this heritage. Staff continue to help pupils aspire to be caring citizens when they go out into the world. Pupils have a strong sense of their responsibilities as global citizens. They are eager to make a difference.

There is no bullying. Pupils are equally kind to each other in lessons or during breaktimes. This helps pupils to feel happy and safe at school. Staff teach pupils about the risks of social media. Older pupils discuss topical examples of online bullying linked to protected characteristics. They understand the importance of being kind to others in person and online.

The new headteacher initiated changes to the wider curriculum when he joined the school in April 2022. Some teachers have only just begun to take responsibility as subject leaders. They are still learning all of the subject knowledge and leadership skills needed to help them lead their subjects effectively.

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

Governors are an experienced and decisive group. They recognise the workload pressures on staff in this single academy. Trustees have taken the strategic decision to join a larger multi-academy trust. Staff have been working with this trust as associate members. Staff appreciate the subject leadership training provided by the trust. This is helping to reduce their workload.

Children get off to a flying start in early years. Children take turns and play well together. There are trusting relationships between children and adults. Children are thriving because they feel happy and safe. The whole early years setting, including outdoors, is an enabling environment. All staff extend children's communication and language skilfully. In Reception, there are plenty of opportunities for children to read, write and count. The language and number-rich environment in Nursery prepares children well for learning in Reception.

Staff are expert teachers of early reading. All adults use consistent strategies when they are teaching phonics. Lessons move on quickly and pupils enjoy keeping up. Reading books are carefully matched to pupils' phonic knowledge. Pupils read at least as well as they should for their age.

Pupils achieve just as well in mathematics. Teachers have good subject knowledge. This helps them introduce new concepts clearly. Teachers use mathematics resources effectively. Staff frequently assess pupils' learning during lessons to correct any misconceptions. The curriculum is adapted extremely well for pupils with special educational needs and/or disabilities (SEND). Pupils with SEND are fully included in all lessons. All pupils with SEND are making good progress in mathematics from their individual starting points.

Pupils' behaviour never disrupts learning. Those pupils with SEND who sometimes struggle emotionally are very well supported. Teachers use a range of strategies to give these pupils the sensory breaks they need. Some pupils have 'time out' spaces that they can retreat to until they calm down. Other pupils respond well to a 'first and then' board. The pupil does the task the teacher has set first, and then pupils can choose something they would like to do as a reward. The wide variety of strategies teachers use helps pupils with specific social and emotional needs to achieve well.

Leaders recently reviewed curriculum plans in every subject. Each plan begins right from the start in early years. In history, disciplinary knowledge has been carefully considered. Chronology is taught in all classes. Teachers check pupils' learning with regular quizzes. Learning is carefully sequenced. This helps pupils to remember what they have learned. For example, Year 5 pupils vividly recall what they learned about the Blitz, including the roles of the home guard and air raid wardens. Pupils explain the need for coal mining to support the war effort and describe conscription of the Bevin Boys.

The curriculum for pupils' broader development is a strength of the school. Pupils are given exceptional opportunities to shine, such as raft-building on a small lake in the local woods. Almost half of the pupils play a musical instrument. Many perform in the academy band.

The Christian ethos underpins all aspects of the curriculum. Pupils recall in depth their learning about different faith traditions. Pupils have a commitment to sustainability and charitable causes. They led a second-hand clothes sale in the community. Pupils used funds raised to sponsor a part of the rainforest. Pupils understand their moral duty as tomorrow's leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders make sure that all staff and volunteers are suitable to work with children.

The headteacher has refreshed safeguarding training for all staff. There is a vigilant culture of safeguarding. Pupils have an age-appropriate understanding of the risks of sexual harassment.

Staff know the signs that may indicate that pupils may be at risk of harm. There is a secure system in place to log concerns. Leaders work closely with other professionals to keep pupils safe.

Staff are aware of local risks. They are fully aware that 'it could happen here'.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Some staff are very recently appointed to middle leadership roles. There is inconsistency in their subject and teaching content knowledge. Leaders should provide the training required to help every subject leader improve their subject knowledge, their curriculum subject and to monitor the quality of education in the subjects that they lead.

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 second ungraded inspection since we judged the school to be good in July 2013.

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	137967
Local authority	Wakefield
Inspection number	10255884
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	128
Appropriate authority	Board of trustees
Chair of trust	John Brady
Headteacher	Richard Tuddenham
Website	www.horburybridgeacademy.co.uk
Date of previous inspection	1 February 2018, under section 8 of the Education Act 2005

Information about this school

- This school is well below the average size.
- The headteacher has changed since the last inspection. The new headteacher took up his post in April 2022.
- The single academy has completed due diligence with their preferred multi-academy trust. The diocese has approved trustees' request to join the multi-academy trust. The multi-academy trust has been supporting the school since September 2022.
- This is a voluntary controlled Church of England school in the Diocese of Leeds. The diocese completed the last section 48 Statutory Inspection of Anglican and Methodist Schools on 16 March 2020. The timescales for reinspection have been extended in light of the disruption caused by the COVID-19 pandemic.
- The school does not use alternative provision.

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

this into account in their evaluation of the school.

- Inspectors met the headteacher and the special educational needs coordinator. The reading, mathematics and history subject leaders also met inspectors. The lead inspector held a telephone interview with a representative from the diocese of Leeds.
- A meeting was held with five of the school's trustees and governors. The lead inspector met the chief executive of the multi-academy trust that is supporting the school.
- Inspectors carried out deep dives in these subjects: early reading and phonics, mathematics and history. For each deep dive, inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Pupils' behaviour and safety were evaluated in lessons, in the dining room and at breaktimes.
- Senior safeguarding leaders met inspectors to discuss recruitment and safeguarding records.
- Inspectors reviewed Ofsted's online survey, Ofsted Parent View, and survey responses from staff and pupils.

Inspection team

Tracey Ralph, lead inspector

His Majesty's Inspector

Stephanie Innes-Taylor

His Majesty's Inspector

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