

Inspection of Ashbrow School

Ash Meadow Close, Sheepridge, Huddersfield, West Yorkshire HD2 1EX

Inspection dates:	11 and 12 March 2025
The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Previous inspection grade	Requires improvement

What is it like to attend this school?

This is a school at the heart of the community. Many pupils join the school who are new to the country and speak English as an additional language. The school provides support and guidance to these pupils and families, including access to translation services. Pupils from a diverse range of backgrounds enjoy playing and learning together. Whatever part of the world pupils come from, they are made to feel welcome.

Pupils are happy. They are typically polite and well mannered. They understand the importance of tolerance and respect. Pupils know how to keep themselves safe in the local community. They enjoy learning in the school's extensive outdoor spaces, including caring for wildlife. The school has high expectations for pupils' achievement. Pupils enjoy their lessons. However, pupils do not achieve well in many areas of the curriculum.

Strong relationships between staff and pupils are evident. Staff have high expectations of pupils' behaviour. In lessons, pupils listen attentively and try hard. At playtimes, they conduct themselves well. In the early years, children show determination and high levels of resilience.

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

The curriculum has undergone substantial changes since the last inspection. Staff are clear about what pupils need to learn and when. However, some of these changes have not had sufficient time to have the necessary impact.

The curriculum is ambitious. The school has defined the knowledge and skills that pupils need to learn in each area of the curriculum. The curriculum is designed so that pupils revisit important ideas and concepts. Some pupils are beginning to apply this knowledge. For example, in mathematics, they build a secure understanding of calculation methods before using this knowledge to solve problems. However, pupils do not achieve as well as they should. The school's checks on learning do not precisely identify gaps in pupils' understanding. Staff have not ensured that the learning tasks that they provide allow pupils to achieve as well as they could.

Pupils with additional needs, including special educational needs and/or disabilities (SEND), are identified quickly. Teachers adapt learning in lessons to ensure pupils with SEND make secure progress through the curriculum.

Staff teach phonics consistently well. Teachers check to ensure that reading books are closely matched to the sounds that pupils know. Pupils who need extra help with reading receive additional support. They quickly develop reading fluency and stamina as a result. Pupils make good use of the school library bus and enjoy reading books from a range of authors. The curriculum incorporates well-chosen reading opportunities to develop cultural understanding. However, some older pupils in the school do not consistently receive the support they need to build their English skills and knowledge beyond phonics. Pupils are sometimes asked to apply their writing knowledge before they have secured the basic skills needed to be successful.

The school has made some notable improvements to the early years. Children make a strong start to their time in the school. Warm relationships between staff and children are evident. Staff provide strong support for children with SEND. Adults interact purposefully with children. A range of well-planned and interesting activities help children to build vocabulary and develop their communication skills. Children listen carefully and sustain concentration throughout activities.

Pupils' behaviour is positive. The school intelligently analyses attendance information and uses this information to identify any pupils who are not attending school as often as they should. Staff ensure that families receive the right support to help any pupils who are not attending school regularly.

The school has ensured that the personal development offer has a strong focus on helping pupils know how to keep themselves safe. Older pupils learn about the risks in the community they may face as part of the 'Awareness Curriculum'. Pupils show respect for different faiths and beliefs and have a strong understanding of equality and fundamental British values. Pupils know how to keep themselves healthy. Recently, the extra-curricular offer in school has been reduced due to staffing challenges. This has limited the opportunities available for pupils to extend their talents and interests.

The school has improved since the last inspection. A culture of high expectations has been established. There is a shared drive for improvement in the school. The school builds positive relationships with parents and carers. Those responsible for governance fulfil their duties effectively and provide appropriate challenge to the school. Staff workload is considered carefully and is well managed.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not taught pupils the knowledge and skills they need to be effective writers. This means pupils do not achieve as well as they should, including in national tests. The school should ensure that staff are trained to support pupils to develop the knowledge and skills they need to be successful writers.
- In some subjects, assessment information is not used well to ensure that the learning activities given to pupils enable them to build knowledge effectively. Consequently, pupils' knowledge does not build over time. The school should ensure that assessment information is used to provide pupils with learning activities that enable them to make progress through the curriculum and achieve well.
- The school provides few opportunities for pupils to develop their talents and interests. This limits how well the school promotes some aspects of pupils' wider personal

development. The school should ensure that pupils have access to a broad range of opportunities that provide for their personal development.

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	107628
Local authority	Kirklees
Inspection number	10379331
Type of school	Primary
School category	Community
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	422
Appropriate authority	The governing body
Chair of governing body	Ken Gedman
Headteacher	Louise Kent
Website	www.ashbrowschool.org.uk
Dates of previous inspection	24 and 25 January 2023, under section 5 of the Education Act 2005

Information about this school

- The proportion of disadvantaged pupils is well above the national average.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The school does not 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 is the second inspection since the COVID-19 pandemic began. Inspectors discussed the school's current context with leaders and have taken this into account in their evaluation of the school.
- The lead inspector held meetings with the chair of the governing body and several other governors as well as a representative from the local authority.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central register, 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, art and design and physical education. 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.
- Inspectors looked at samples of pupils' work in writing and the wider curriculum.
- An inspector observed pupils reading to a familiar adult.

Inspection team

David Taylor, lead inspector	Ofsted Inspector
Jo Buckley	Ofsted Inspector
John Davie	Ofsted Inspector

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