

Inspection of a good school: Salendine Nook High School Academy

New Hey Road, Huddersfield, West Yorkshire HD3 4GN

Inspection dates:

10–11 December 2019

Outcome

Salendine Nook High School Academy continues to be a good school.

What is it like to attend this school?

Leaders ensure that there are high expectations for all pupils. The environment is calm and orderly. Most pupils have very positive attitudes towards their learning. Pupils are proud of their school and their work. Pupils are polite. They respect the views of others.

There are positive relationships between staff and pupils. Behaviour has improved considerably since the new principal started. This has led to improvements in pupils' learning. Pupils achieve well.

Pupils feel safe. Personal development in lessons helps pupils understand how to stay safe outside of school. There is little bullying. Bullying is not tolerated. Staff deal with any bullying quickly. Some older pupils are anti-bullying ambassadors. They are well respected by younger pupils for the help they give in sorting out problems. Pupils are confident that staff will help them if they have any worries or concerns.

The principal and other new leaders are continuing to improve the school. Staff morale is high and there is a strong sense of teamwork. Staff are passionate about their work. Parents are impressed by how approachable staff and leaders are. Parents also appreciate the wide range of enrichment activities available to pupils.

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

Leaders and staff want all pupils to achieve well. They have thought about the crucial knowledge that pupils need to know in each subject. The curriculum is coherently planned and well sequenced. Teachers provide opportunities for pupils to recap their learning so they remember more over time.

Teachers ensure that the curriculum is demanding. Pupils have a secure understanding of key stage 3 mathematics and science before they move on to GCSE courses. English teachers have recently introduced a wider range of novels in key stage 3 to prepare pupils more effectively for their studies in key stage 4. Pupils' achieve well in their GCSE

examinations. They achieve particularly well in English, mathematics, science and geography. Pupils are well prepared for their next steps in education, employment or training. Almost all pupils go on to further education. Disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) are well supported. As a result, they achieve well.

However, in Year 9 pupils do not study all parts of the key stage 3 national curriculum. Pupils do not study subjects such as history and geography in Year 9 unless they opt to study them as a GCSE subject. Leaders already have plans in place to ensure that next year all pupils in Year 9 study a broad range of subjects that at least matches the national curriculum.

Teachers have good subject knowledge. They have high expectations of what pupils can achieve. In most subjects, teachers check pupils' understanding effectively so that pupils' misconceptions are quickly identified. However, in some subjects teachers do not check pupils' understanding clearly before moving on. Sometimes, teachers do not realise soon enough that pupils do not understand aspects of their work.

Pupils behave well. Most pupils are keen to learn. Pupils conduct themselves well around school. Pupils attend well. There are few pupils who are regularly absent from school. Staff deal with misbehaviour fairly and they reward good behaviour.

The new house system has given more opportunities for pupils to participate in extra-curricular activities. Pupils enjoy taking part in talent shows and sporting events. They are enthusiastic about the wide range of school trips and visits. A high number of pupils engage in extra-curricular activities. Leaders are committed to equality of opportunity for all. For instance, leaders make sure that all groups of pupils are involved in school trips and visits.

Leaders and governors are ambitious for staff and pupils. Staff and pupils know that their views are listened to and acted on. Leaders and governors are considerate of staff's well-being. Leaders have taken action to reduce staff workload.

Safeguarding

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Leaders make sure that staff are vigilant. Staff know what to do if they have safeguarding concerns. Staff know the risks pupils might face in the local community and elsewhere. The school's safeguarding team have very good links with parents, external agencies and local primary schools. This helps them give effective support to the most vulnerable pupils. Leaders record any concerns over pupils' welfare and the actions they have taken to keep pupils safe. Leaders check the attendance and welfare of pupils who attend alternative education provision. Leaders ensure that all necessary checks are made on staff to ensure that they are safe to work with pupils.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In Year 9 pupils do not study all aspects of the national curriculum, such as history and geography, because they start their GCSE option subjects in Year 9. It is clear from the actions that leaders have already taken that they have plans in place to address this. Leaders should implement their plans to ensure that all pupils in Year 9 study the full curriculum.
- Teachers' assessment of pupils' learning is variable. Teachers do not check pupils' understanding carefully enough in some subjects. This means that some misconceptions are not addressed. On occasions, teachers' advice is not clear enough to support pupils' curriculum understanding. Leaders need to make sure that teachers use assessment more effectively to check pupils' understanding and to ensure that pupils remember the most important parts of their work.

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 school or non-exempt outstanding school. We do not give graded judgements on a section 8 inspection. However, if we find some evidence that the school could now be better than good or that standards may be declining, 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 convert the section 8 inspection to a section 5 inspection immediately.

This is the first section 8 inspection since we judged Salendine Nook High School Academy to be good on 11–12 February 2016.

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 Ofsted Parent View information 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 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

Unique reference number	137869
Local authority	Kirklees
Inspection number	10110757
Type of school	Secondary
School category	Academy converter
Age range of pupils	11 to 16
Gender of pupils	Mixed
Number of pupils on the school roll	1,347
Appropriate authority	The governing body
Chair of governing body	Mark Mitchell
Principal	Darren Christian
Website	www.snhs.kirklees.sch.uk
Date of previous inspection	11–12 February 2016

Information about this school

- The principal took up his post in September 2017. There have been significant changes in staffing, curriculum leadership and senior leadership since his appointment.
- There have been significant changes to the governing body since the last inspection.
- Two alternative education providers are used by the school for an exceptionally small number of pupils.

Information about this inspection

- We spoke to pupils about their work and school life.
- We met with senior and curriculum leaders and a wide range of staff. I spoke to a representative of the local authority and the school's improvement partner.
- We scrutinised a wide range of documentation relating to the school's work to safeguard pupils. We checked the school's central record, which includes checks made on staff to ensure that they are safe to work with children. An inspector met with two members of the school's safeguarding team. We spoke to staff about safeguarding and child protection.

- The inspection particularly focused on English, science and geography. Other subjects were also considered as part of the inspection. We spoke to curriculum leaders and visited lessons with them. We also looked at pupils' work. We held discussions with staff and pupils about what is being taught and learned.
- We took account of the views of staff, pupils and parents who responded to Ofsted's questionnaires.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Marc Doyle	Ofsted Inspector
Erica Hiorns	Ofsted Inspector

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