

Inspection of Overthorpe CofE Academy

Edge Top Road, Thornhill, Dewsbury, West Yorkshire WF12 0BH

Inspection dates: 21 and 22 May 2024

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

The headteacher of this school is Joe Mitchell. This school is part of Enhance Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Mark Randall, and overseen by a board of trustees, chaired by Canon Peter Townley.

What is it like to attend this school?

Overthorpe Church of England Academy is a welcoming and caring school. Pupils feel safe and are safe. Relationships between pupils and staff are warm and nurturing. During collective worship, pupils place class owls in a nest. This represents the classes coming together as one big family. One pupil said: 'The nest reminds us that we will always have a safe place to come to. We will always be welcomed back to the school.' This activity reflects the school's Christian values of trust and friendship.

Pupils behave well. They are polite and helpful. Pupils have good manners. They greet visitors with respect and hold doors open for adults and their peers.

The school provides pupils with many different leadership opportunities. This allows them to contribute to the life of the school. Pupils are proud of their roles. These include being digital leaders, worship councillors, sports ambassadors, school councillors and little bookworms. The worship councillors enjoy leading prayers and participating in church services with the community.

The school develops pupils' talents and interests. Pupils enjoy a wide range of extra-curricular activities. The school ensures that pupils make the most of these clubs during their time at the school. Parents, carers and pupils value this.

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

There have been significant changes to school leadership since the start of this academic year. Leaders at all levels have high ambition for all pupils. This includes disadvantaged pupils and those with special educational needs and/or disabilities (SEND). There is a strong sense of shared responsibility for improving outcomes for all.

Leaders have reviewed and developed the curriculum. They have ensured that it is carefully planned and well sequenced. It maps out the knowledge, skills and vocabulary that pupils will learn. However, changes in some subjects, such as science, are in the early stages of implementation.

Leaders have prioritised the teaching of early reading. They understand the importance of all pupils becoming confident, fluent readers as quickly as possible. Phonics is taught from the start of Reception using a systematic approach. This ensures that children get off to a flying start when learning to read. Pupils' reading books are closely matched to the sounds they can read. Pupils who need extra help are identified quickly. They are given the support they need to catch up. A love of reading is promoted throughout the school. Pupils help to choose new books. They also organise the library and recommend books to their peers.

In lessons, teachers present information clearly and pupils participate with interest. The activities in lessons support pupils to learn the curriculum. Pupils talk confidently about what they are learning.

In some subjects, such as mathematics and early reading, teachers use assessment effectively. They identify and address gaps in pupils' knowledge. However, this is not the case in all subjects. In the foundation subjects, the school has not developed an effective system for checking what pupils know and remember. As a result, leaders and teachers are not always aware if pupils have the necessary knowledge for future learning.

The early years curriculum is carefully planned. It ensures that children make a good start to their school journey, preparing them for Year 1 and beyond. There is a sharp focus on developing speech, language and communication skills. The school has mapped out the key vocabulary they want children to learn. Adults model it skilfully through high-quality interactions.

There are effective systems and processes for identifying pupils with SEND. Leaders and teachers know these pupils well. They use a range of strategies to remove barriers to learning for these pupils. This helps these pupils to access the same curriculum as their peers.

Pupils' personal development is an important aspect of the school's curriculum. Pupils learn about different cultures, religions and beliefs. They celebrate difference and understand the importance of treating others fairly. During the inspection, pupils recalled learning how to write their name in the Cyrillic alphabet. They did this to help welcome new pupils into the school. Pupils learn how to keep themselves safe online and when they are out and about in the local community. They also learn how to keep themselves both physically and mentally healthy.

The trustees and governors know the school well. They understand their responsibilities and ensure the school meets its statutory duties. Staff feel well supported. Leaders at all levels are mindful of staff workload and well-being. Staff value the training and opportunities to work collaboratively that the trust provides. Staff and pupils are proud to be part of the Overthorpe school community.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In some subjects, the school has not yet developed systems for checking what pupils know and remember over time. This means that teachers are unaware of whether pupils have the necessary knowledge for future learning. The school

should develop effective systems to identify gaps in learning and check that pupils know and remember more across their subjects.

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	138979
Local authority	Kirklees
Inspection number	10323040
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	248
Appropriate authority	Board of trustees
Chair of trust	Canon Peter Townley
Headteacher	Joe Mitchell
Website	www.overthorpecofe.co.uk
Dates of previous inspection	29 and 30 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school is part of Enhance Academy Trust. It joined the trust in March 2013.
- As a Church of England school, it is part of the Diocese of Leeds. Its most recent section 48 inspection was in November 2022.
- The school does not use alternative provision.

Information about this inspection

- The inspectors carried out this graded inspection under section 5 of the Education Act 2005.
- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Prior to the inspection, inspectors reviewed documents on the school's website, as well as published information about the school's performance.

- Inspectors spoke to senior leaders, including the chief executive officer, the chair of the local governing board, a representative from the Diocese of Leeds and a member of the board of trustees.
- Inspectors carried out deep dives in early reading, mathematics, history and science. 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.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; 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 spoke with leaders about the support for pupils with SEND, visited some pupils with SEND in lessons and spoke to them about their learning.
- Inspectors observed pupils' behaviour in the classrooms, around the school and at playtime. They spoke to pupils about their views of the school, behaviour and safety.
- Inspectors spoke with parents and evaluated the responses to Ofsted's online survey, Ofsted Parent View. Inspectors also evaluated the responses that staff made to Ofsted's online survey.

Inspection team

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