

Brighouse High School

Address: Finkil Street, Brighouse, West Yorkshire, HD6 2NY

Unique reference number (URN): 136604

Inspection report: 24 March 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Expected standard

Attendance and behaviour

Expected standard 

Most pupils attend school regularly. Leaders closely monitor the attendance of all pupils, including those who are disadvantaged and those with special educational needs and/or disabilities. They provide tailored support to pupils and their families to help reduce any barriers to pupils' attendance. Leaders work closely with external agencies to secure additional support when it is needed. This is helping leaders to reduce persistent absence, particularly of disadvantaged pupils.

Pupils behave well across the school. Leaders have created a positive learning environment. Most pupils have positive attitudes towards their learning. Low-level disruption in lessons is rare and is dealt with appropriately. Pupils value the positive relationships they have with staff. The vast majority of pupils respond well to the rules and routines in place. Staff understand and typically apply the school's behaviour policy well. Leaders apply suspensions and permanent exclusions appropriately. The pupils who need some extra help to manage their behaviour are the minority and receive the support they need. Leaders deal with bullying quickly and effectively. Discriminatory or unkind behaviour is not tolerated.

Inclusion

Expected standard 

Leaders identify the needs of pupils quickly and accurately. They know their pupils well, particularly those who are disadvantaged and those with special educational needs and/or disabilities. When pupils need some extra help, they receive it in a timely manner.

Leaders provide a range of mental health and wellbeing support, which helps pupils to grow in confidence in school and beyond. Leaders monitor pupils' progress and change their approach when needed. They work closely with external agencies and professionals to shape their offer. A very small number of pupils access support from 'The Bungalow' to help them to engage with school. Alternative provision is used occasionally and when it is in the best interests of pupils. Leaders make sure that teachers have the information and training they need to make reasonable adjustments and adaptations in lessons. Teachers generally use this information to reduce barriers to pupils' learning and wellbeing.

Leaders use additional funding to make sure pupils who are disadvantaged, including those who are known or previously known to a social worker, have everything they need. These pupils are looked after well. Pupils benefit from extra help and resources so they can access their learning and wider activities, such as educational visits and clubs.

Personal development and wellbeing

Expected standard 

There is a coherent programme of personal development across all key stages. Pupils benefit from a sequenced curriculum that builds on their learning over time. Pupils learn about healthy relationships and consent. They learn how to keep themselves safe, including online. The curriculum is adapted so that pupils learn about local risks.

Pupils explore others' beliefs and cultures through their religious studies curriculum and by visiting local places of worship. They learn to respect differences and are keen to discuss ethical issues. Pupils understand why it is important to treat others fairly. They have opportunities to bring their learning to life by participating in school elections and mock trials. This prepares pupils well for life in modern Britain.

Pupils visit local heritage sites, museums and monuments. They develop a sense of pride in the history of their local area. Younger pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, develop resilience and team-building skills through residential visits to the Lake District. Older pupils can complete the Duke of Edinburgh's Award. There is a range of wider opportunities to travel overseas, including a post-16 visit to New York.

There is a range of leadership opportunities, such as being a prefect, a sports leader or through the student council. Pupil leaders are proud to represent the school community. They host community events, such as the annual carol concert in a local church, and raise funds for local charities. Students in the sixth form host senior citizen parties for the local community.

Pupils, including sixth-form students, access suitable careers advice, which helps them to shape their next steps. They engage with local, national and international employers as well as local universities. This prepares them well for their next steps.

Post 16 provision

Expected standard 

Leaders carefully design sixth-form study programmes to meet the needs of the students in the cohort. They regularly review the offer to make sure it reflects the school's context. Teachers have the subject knowledge they need to deliver these programmes well. Students benefit from high-quality teaching across a range of study programmes.

Students typically achieve close to national averages in national tests. However, a minority of students do not achieve as highly as they could. Leaders are taking action to address this. Students progress well through the curriculum, particularly those who are disadvantaged and those with special educational needs and/or disabilities. They receive the support they need to access their learning.

Students benefit from wider opportunities to engage in clubs, such as rock painting and the school's chess league. Some students become student leaders and are role models for younger pupils. They represent the school at open evenings and organise charitable and sports events. Students can develop their skills in British Sign Language, first aid and food hygiene.

Students are well supported to make sure they are well prepared for adulthood. They receive support to prepare for university, training and employment. The vast majority of students go on to take sustained and meaningful next steps in their education or the world of work.

Needs attention

Achievement

Needs attention 

Where there are weaknesses in teaching, a minority of pupils have gaps in their learning that limit how well they achieve. The quality of work that pupils produce, including that of disadvantaged pupils and those with special educational needs and/or disabilities, is variable. Where teachers do not identify or address errors in pupils' work, pupils continue to repeat the same mistakes, which slows their progress. Although most pupils have historically attained outcomes close to national averages, overall performance has declined recently. Leaders have begun to take action to address this, but it is too early to see the impact of this work. In the sixth form, students typically achieve in line with national averages, although a minority do not achieve as well as they could.

Pupils are generally prepared well to go on to access education, employment or training that is matched to their interests and aspirations. Many pupils choose to join the school's post-16 provision. By the end of their time in the sixth form, students are well prepared for their next steps.

Curriculum and teaching

Needs attention 

Weaknesses in teaching are currently limiting how well pupils learn. In some lessons, teachers do not routinely check that all pupils have understood what has been taught. Pupils also have too few opportunities to revisit prior learning, which affects how securely they remember important knowledge over time.

Leaders have designed an ambitious and well-sequenced curriculum intended to help pupils learn more as they progress. Leaders generally have a clear understanding of strengths and areas for improvement across subjects, and they ensure teachers have the subject knowledge needed to deliver the curriculum. Leaders and staff know their pupils well and typically make appropriate reasonable adjustments and adaptations to pupils' learning when required. Sixth-form students benefit from high-quality teaching that equips them with the knowledge they need for their next steps.

Leaders accurately identify pupils who need some extra help to develop the essential knowledge they need in English and mathematics. They make sure these pupils receive the support they need to improve their reading skills and catch up with their peers. Teachers make sure that pupils develop their spoken language skills well. While leaders know that a minority of pupils need extra help to develop their writing skills, some pupils do not consistently get the help they need and so they do not catch up quickly enough.

Leadership and governance

Needs attention 

Leaders have a broad awareness of the school's strengths and areas for improvement. However, some of their actions lack precision, which means that weaknesses in areas such as teaching have not been acted upon quickly enough. Leaders are ambitious for their pupils, but these weaknesses are having an impact on what pupils can achieve.

Leaders are supportive of staff and consider their workload and wellbeing. Staff feel well supported by leaders. They value opportunities to try new strategies and to work collaboratively in their subject teams on the curriculum. The professional learning programme links to the school's improvement plan. However, it does not specifically target areas where improvement is needed in order to build staff expertise. This is impacting on the quality of provision that pupils receive.

Those responsible for governance are passionate about the school and its pupils. They are very much part of the school community. Governors are experienced and have undertaken appropriate training for their roles. They understand the challenges faced by the school and provide support, while holding leaders to account. However, they do not currently have a precise enough picture of the school's areas of weakness.

Leaders and governors take decisions that are typically in the best interests of pupils, particularly those who are disadvantaged and those with special educational needs and/or disabilities. They are committed to reducing barriers to pupils' learning and wellbeing.

What it's like to be a pupil at this school

Pupils are safe and happy at Brighthouse High School. They behave well in their lessons and socialise positively with their peers during social times. Pupils, including sixth-form students, value the positive relationships that they have with staff. They know who to go to if they have any worries or concerns. Bullying is dealt with by leaders effectively. As a result, most pupils attend school regularly.

The vast majority of pupils are keen to learn and do well. They access a broad and balanced curriculum. Pupils who are disadvantaged and those with special educational needs and/or disabilities are well supported to reduce their barriers to learning and wellbeing. However, there is too much variability in the quality of teaching across key stages 3 and 4. Some pupils produce high-quality work, but others have gaps in their learning that are not addressed quickly enough. A minority of pupils do not achieve as highly as they could in national tests.

Sixth-form students benefit from high-quality teaching, and they progress through their study programmes well. They typically achieve close to national averages in national tests, although some students would benefit from further support to achieve at a higher level.

All pupils feel that they belong in their school community. Leaders and staff care about pupils' wellbeing. Pupils engage with their wider community by organising fundraising events and by donating supplies to the local food bank. Pupils, including sixth-form students, benefit from a wide range of opportunities and experiences. They learn about the history of their local area and visit places to explore their culture. Pupils are encouraged to join clubs to harness their hobbies and talents in areas such as art, coding, golf, cricket and drama. There is an extensive offer of residential visits to experience other cultures in places such as Dublin, Berlin and Paris. These opportunities prepare pupils well for life after school.

Next steps

- Leaders and governors should precisely identify priorities for improvement to bring about swift, effective improvement, particularly with regards to pupils' experiences in learning and their achievement.
 - Leaders should ensure that all staff regularly access high-quality, evidence-informed professional learning, which includes planned opportunities for them to apply and embed practice.
 - Leaders should ensure that highly effective teaching is embedded across the school so that all groups of pupils, including those who are disadvantaged and those with special educational needs and/or disabilities, make secure progress across the curriculum.
 - Leaders should ensure their actions lead to improved outcomes in national tests for all pupils, including achievement at the highest levels for sixth-form students.
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About this inspection

This school is part of Brighthouse High School Academy Trust, a single academy trust, which means other people in the trust also have responsibility for running the school. The trust is overseen by a board of trustees, chaired by Mr Brian Robson.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, senior leaders and trustees during the inspection.

The school meets the requirements of the provider access legislation, which requires schools to provide pupils in Years 8 to 13 with information and engagement about approved technical education qualifications and apprenticeships.

The inspectors confirmed the following information about the school:

The school makes use of 5 alternative provisions, including 4 that are unregistered.

Headteacher: Mr Richard Horsfield

Lead inspector:

Nikki Heron, His Majesty's Inspector

Team inspectors:

Aejaz Laher, Ofsted Inspector

James Franklin-Smith, Ofsted Inspector

Penny Green-Harding, Ofsted Inspector

Tristan Keates, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 24 March 2026

School and pupil context

Total pupils

1,302

Above average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 1,067

School capacity

1,430

Above average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 1,153

Pupils eligible for free school meals (FSM)

22.83%

Close to average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 28.9%

Pupils with an education, health and care (EHC) plan

3.99%

Close to average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.09%

Pupils with special educational needs (SEN) support

12.37%

Close to average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 13.4%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

English and maths GCSE

Percentage of pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	31.0%	45.4%	Below
2023/24 (final)	38.5%	45.9%	Close to average
2022/23 (final)	39.8%	45.3%	Close to average

Attainment 8

A measure of pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	40.0	46.0	Below
2023/24 (final)	44.7	45.9	Close to average
2022/23 (final)	42.7	46.3	Close to average

Progress 8

How much progress pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.24	-0.03	Close to average
2022/23 (final)	-0.31	-0.03	Below

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils achieving grade 5 or above in English and maths GCSE.

Year	This school	National average	Compared with national average
2024/25 (revised)	14.9%	25.8%	Below
2023/24 (final)	26.5%	25.8%	Close to average
2022/23 (final)	20.4%	25.2%	Close to average

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National average	Compared with national average
2024/25 (revised)	26.5	34.9	Below
2023/24 (final)	35.7	34.6	Close to average
2022/23 (final)	31.0	35.0	Close to average

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National average	Compared with national average
2023/24 (final)	-0.71	-0.57	Close to average
2022/23 (final)	-0.89	-0.57	Below

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils' English and maths GCSE grade 5 or above

Percentage of disadvantaged pupils who achieved grade 5 or above in English and maths GCSE.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	14.9%	53.1%	-38.2 pp
2023/24 (final)	26.5%	53.1%	-26.6 pp
2022/23 (final)	20.4%	52.4%	-32.1 pp

Disadvantaged pupils' Attainment 8

A measure of disadvantaged pupils' point scores across 8 subjects including maths (double weighted), English (double weighted if both language and literature are taken), 3 EBacc measures and 3 GCSE or technical measures.

Year	This school	National non-disadvantaged score	School disadvantage gap
2024/25 (revised)	26.5	50.4	-23.9
2023/24 (final)	35.7	50.0	-14.3
2022/23 (final)	31.0	50.3	-19.3

Disadvantaged pupils' Progress 8

How much progress disadvantaged pupils made between the end of primary school (key stage 2) and the end of secondary school (key stage 4), compared to pupils across England who got similar results at the end of key stage 2.

Year	This school	National non-disadvantaged score	School disadvantage gap
2023/24 (final)	-0.71	0.16	-0.87
2022/23 (final)	-0.89	0.17	-1.06

Destinations after 16

Destinations after 16

Percentage of pupils staying in education or employment for at least 2 terms after the end of secondary school (key stage 4).

Year	This school	National average	Compared with national average
2023 leavers (provisional)	93%	91%	Average
2022 leavers (revised)	93%	93%	Average
2021 leavers (revised)	96%	94%	Average

16 to 18 performance

A-level average point score

The average points that students achieved per A-level entry.

Year	This school	National average	Compared with national average
2024/25 (revised)	28.71	34.99	Below
2023/24 (final)	30.82	34.38	Close to average
2022/23 (final)	29.06	34.16	Below

A-level value added

A score showing students’ progress between the end of key stage 4 and the end of their academic qualification studies.

Year	This school	National average	Compared with national average
2024/25 (revised)	-0.3	0.0	Below
2023/24 (revised)	0.1	0.0	Close to average

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	8.3%	8.1%	Close to average
2023/24 (3 term)	6.8%	8.9%	Below
2022/23 (3 term)	8.1%	9.0%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	23.0%	21.9%	Close to average
2023/24 (3 term)	19.2%	25.6%	Below
2022/23 (3 term)	25.1%	26.5%	Close to average

Our grades explained

Exceptional 

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard ●

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard ●

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention ●

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement ●

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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