

Hightown Junior Infant & Nursery School

Address: Hightown Road, Liversedge, West Yorkshire, WF15 8BL

Unique reference number (URN): 107669

Inspection report: 14 April 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.

Strong standard

Personal development and wellbeing

Strong standard 

Leaders have designed a coherent and carefully considered programme of personal development and wellbeing. Leaders review and adapt the programme so that it reflects pupils' needs, the local context and emerging priorities. Community is central to this work. Partnerships with families, local groups and organisations support the school and its pupils. Pupils develop a firm sense of belonging and responsibility towards their community. This supports pupils' spiritual, moral, social and cultural development.

Pupils benefit from frequent opportunities that help them understand themselves, others and the wider world. Experiences such as Christingle services, restorative discussions and ethical debates support pupils to reflect, listen to different viewpoints and consider the impact of their actions. Pupils articulate their learning confidently. They explain how these experiences help them develop empathy, resilience and confidence. Pupils demonstrate a mature understanding of local and global issues, including fairness, equality and responsibility. They explain clearly why protected characteristics are important and show respect for difference.

Relationships, health and sex education is well planned and taught effectively. Pupils revisit key knowledge regularly which helps them to remember and apply their learning over time. Leaders ensure that pupils learn about online and offline risks, consent and personal safety. They ensure that teachers carefully check that all pupils have a secure understanding of this important knowledge, particularly those who may be more vulnerable.

Leaders provide a wide range of opportunities to develop pupils' talents, interests and character. These include community events such as Lantern Land, performances for parents, the school choir and band, and football teams. Pupils speak with pride about taking on responsibilities such as sports leaders and restorative ambassadors. They value the trust placed in them and explain how these roles help them develop confidence and integrity.

Pastoral support is highly effective. Staff know pupils really well and are vigilant in identifying vulnerability, including pupils whose needs may not be immediately apparent. As a result, pupils feel safe, valued and well prepared for life beyond school.

Expected standard

Attendance and behaviour

Expected standard 

Leaders are determined that all pupils will attend school regularly. They analyse attendance information closely at whole school and group level to identify patterns and trends. Leaders act quickly to address emerging concerns and work closely with families and external agencies to remove barriers to attendance. Support is timely, inclusive and well targeted. This includes pastoral support, flexible arrangements at the start of the school day and practical assistance for families where needed. As a result, attendance is consistently above national averages for all pupils, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Persistent absence is lower than national figures and continues to reduce over time.

Leaders set clear expectations for behaviour through a shared approach known as 'The Hightown Way'. Pupils generally behave well, follow routines and show positive attitudes to

learning. Classrooms and social times are typically calm and orderly. Incidents of bullying, discriminatory behaviour or derogatory language are rare and are dealt with quickly and effectively. Pupils are confident that staff will listen and help to resolve concerns. Older pupils act as positive role models and support younger pupils well. However, the school's high expectations around listening and paying attention in class are not consistently applied by all staff. At times, some teachers do not ensure that pupils stop talking during explanations. This weakens pupils' attention and disrupts learning.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They gain this through regular monitoring and evaluation. Leaders use this knowledge well to guide further improvement. For example, leaders have strengthened the religious education curriculum. Pupils now develop broader knowledge and a deeper understanding of different religions beyond their immediate experience.

Leaders have designed a suitable curriculum that builds knowledge step by step and takes account of both pupils' starting points and the school's context. The curriculum clearly sets out what pupils should know and be able to do by the end of each stage. Knowledge is introduced in a logical order so that pupils build securely on what they already know.

Leaders recognised the need to strengthen the writing curriculum. They improved the precision of the teaching of early writing, helping pupils to make better progress. Leaders are now applying the same approach to mathematics. This work is at an earlier stage.

Teaching is generally effective. Leaders provide regular training to strengthen teachers' expertise. As a result, teachers understand pupils' needs and starting points and apply this knowledge well. However, sometimes checks for gaps in foundational knowledge are not always thorough enough. This means that some gaps are not addressed in a timely manner. Teachers have a secure understanding of how pupils learn. Teachers adapt their teaching for pupils with additional needs. They make appropriate adjustments and take full account of education, health and care plans.

Early years

Expected standard 

Children are happy, safe and eager to learn in the early years. Leaders place a high priority on this phase so that children get a positive start to their education.

Leaders have a secure understanding of the quality of education and care. They use this knowledge to identify priorities and improve provision. For example, leaders are improving the early years environment in readiness for the next academic year.

Leaders ensure that all statutory requirements of the early years foundation stage are met. Safeguarding arrangements are effective. Clear routines and consistent supervision help children feel settled, secure and well cared for.

The curriculum clearly sets out what children learn in the early years. Leaders recognise that curriculum planning has not always been precise enough to focus on learning and children's next steps. As a result, some learning opportunities have lacked a clear purpose. Leaders are now addressing this and ensuring that what is planned better supports children's learning.

Teaching is typically effective. Staff interact positively with children and model language well. Children enjoy stories and retell them confidently using new vocabulary. Leaders prioritise early reading. Phonics teaching helps children to read accurately. The writing curriculum is

taught well and supports fine motor development. Children also develop early mathematical understanding.

Children learn to manage emotions, build independence and interact well with others. Most children make appropriate progress from their starting points. They are well prepared for the next stage of learning.

Inclusion

Expected standard 

Pupils are welcomed and included, whatever their needs or circumstances. Staff identify barriers to learning and wellbeing quickly and accurately. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities and those known to social care. Leaders also identify pupils who face less visible barriers through strong relationships with families.

Leaders have responded positively to a recent increase in pupils with complex needs. They recognise that the profile of need within the school has changed considerably and are responding proactively to the increased challenge this presents. Leaders seek professional advice and work closely with external agencies to shape provision. Trained pastoral staff support pupils who struggle with self-regulation and emotional wellbeing. Leaders ensure that pupils feel safe and supported in school.

Leaders use a clear and thoughtful approach to ensure that pupils' needs are met. Staff regularly review and refine the support that pupils receive. Staff receive training to meet an increasing range of needs. In most cases, classroom adaptations are well matched and reduce barriers to learning. For a small number of new pupils with complex needs, support is not consistently well matched. Leaders are working with staff to ensure that what is put in place meets pupils' needs wherever possible.

Leaders use pupil premium funding appropriately. Support targets disadvantaged pupils' barriers to learning and wellbeing. Staff understand the strategies in place and implement them consistently. Leaders review and adapt provision regularly so support remains relevant and effective.

Leadership and governance

Expected standard 

Leaders model high expectations and professionalism. They understand the school's context, strengths and areas for development well. Their self-evaluation is honest and well informed. Leaders identify appropriate priorities for improvement and usually take timely action to improve the school for pupils. Where aspects of the school's work fall short of leaders' expectations, they respond promptly. On occasion, monitoring is not precise enough to ensure that agreed approaches are followed consistently.

Leaders place pupils' needs at the centre of their decision-making. This includes disadvantaged pupils, pupils with special educational needs and/or disabilities and those who face additional barriers to learning or wellbeing. Leaders work with other schools, organisations and professionals to strengthen provision and share expertise.

Professional learning is well planned and based on evidence. Leaders protect time for training and ensure opportunities build staff expertise over time. Staff engage with external networks and research-informed approaches. Staff feel valued and supported. They know that leaders consider their workload carefully and support staff wellbeing.

Governors are knowledgeable and experienced and meet their statutory duties effectively. They understand the school's context and priorities. Governors visit regularly, speak with

pupils and staff and review information so they provide informed support and challenge. They monitor safeguarding, staffing and ensure that resources are used effectively. Leaders and governors value partnerships with parents and the wider community. Relationships are positive and constructive. Parents are confident in the school's work. Community links enrich pupils' experiences and support their achievement and wellbeing.

Needs attention

Achievement

Needs attention 

Over time, some pupils do not achieve as well as they should. While many pupils develop appropriate knowledge and skills across a broad curriculum, gaps in their foundational knowledge persist. These are most evident in writing, including English grammar, punctuation and spelling, and in early mathematics. As a result, some pupils, particularly those who are disadvantaged, move on without the secure knowledge they need for the next stage of education.

Published outcomes generally improved in 2025 compared with previous years. However, pupils do not achieve as well as they could in writing and English grammar, punctuation and spelling. Outcomes for disadvantaged pupils improved in 2025, and the gap with other pupils narrowed. Pupils' progress is reflected in their outcomes in the phonics screening check and the Year 4 multiplication tables check. Pupils with special educational needs and/or disabilities typically make suitable progress from their starting points.

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

Pupils, including the very youngest in the early years, enjoy coming to school and feel happy, safe and cared for. Parents say their children are settled, thriving and proud to belong to the school. Pupils describe staff as kind, welcoming and fair. They feel known as individuals and trust adults to listen and help when needed.

Pupils understand the school's values of pride, respect, rigour and fairness. These shape daily routines and relationships. The curriculum aims to help pupils to shine now and in the future. Pupils respond positively when learning feels challenging. They behave well and show positive attitudes to learning. Relationships between pupils and adults are warm and respectful. The school has a strong family and community feel. Leaders and staff are visible and approachable. Bullying is rare. Pupils say staff deal with concerns quickly and effectively. Pastoral care is a strength. Calm spaces help pupils feel secure and ready to learn.

Pupils feel that they belong and take pride in their school. They understand the 'Hightown Way' well. Pupils who follow it are recognised as Hightown Heroes. This motivates pupils to be kind, respectful and ready to learn. Older pupils enjoy responsibility and act as positive role models.

Pupils enjoy a broad and balanced curriculum. Leaders prioritise reading and phonics. Many pupils talk enthusiastically about books. However, gaps in pupils' foundational knowledge are not identified quickly or consistently. As a result, some gaps are not addressed promptly. This limits how well some pupils, including disadvantaged pupils, build on what they already know. In the early years, curriculum planning has not always been precise enough. Activities do not consistently build on children's next steps in learning. Some learning opportunities therefore lack a clear and focused purpose.

Pupils benefit from a range of additional opportunities beyond the classroom. Events like Lantern Land brings pupils, families and the community together. Pupils work collaboratively and feel proud to contribute.

Next steps

- Leaders should ensure that gaps in pupils' foundational knowledge are identified and addressed quickly and consistently. This includes further strengthening the use of assessment to check what pupils know and can do, so that teaching addresses misconceptions promptly. Leaders should ensure that this work supports all pupils, including disadvantaged pupils, to build securely on prior learning and achieve as well as possible.
 - Leaders should continue to refine the early years curriculum so that it is implemented with increasing precision. They should ensure that what children learn is carefully focused on building children's knowledge and skills securely over time.
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About this inspection

- The chair of the board of governors in this school is Julie Bowdidge.
- 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 (HMI) or by Ofsted Inspectors (OIs) who have previously served as HMI.
- Inspectors spoke with school leaders, a representative from the local authority, members of the local governing body and leaders from the multi academy trust where the school is currently an associate member. In addition inspectors spoke with pupils, parents and members of staff.

The inspector(s) confirmed the following information about the school:

- The school currently uses no alternative provision.

Headteacher: Russell Ingleby

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Simon McCarthy, Ofsted Inspector

Janet Madden, 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 14 April 2026

School and pupil context

Total pupils

198

Close to 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: 272

School capacity

210

Below 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: 300

Pupils eligible for free school meals (FSM)

34.34%

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: 26.3%

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

4.04%

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: 3.5%

Pupils with special educational needs (SEN) support

24.75%

Well above average

What does this mean?

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

National average: 15%

Location deprivation

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

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	54%	61%	Below
2024/25 (revised)	65%	62%	Close to average
2023/24 (final)	40%	61%	Below
2022/23 (final)	57%	60%	Close to average

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	67%	74%	Below
2024/25 (revised)	71%	75%	Close to average
2023/24 (final)	60%	74%	Below
2022/23 (final)	70%	73%	Close to average

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	72%	Below
2024/25 (revised)	71%	72%	Close to average
2023/24 (final)	50%	72%	Below
2022/23 (final)	67%	71%	Close to average

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	74%	73%	Close to average
2024/25 (revised)	77%	74%	Close to average
2023/24 (final)	63%	73%	Below
2022/23 (final)	80%	73%	Close to average

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	36%	46%	Below
2024/25 (revised)	50%	47%	Close to average

Year	This school	National average	Compared with national average
2023/24 (final)	25%	46%	Below
2022/23 (final)	30%	44%	Below

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	50%	62%	Below
2024/25 (revised)	57%	63%	Close to average
2023/24 (final)	33%	62%	Below
2022/23 (final)	60%	60%	Close to average

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	39%	59%	Below
2024/25 (revised)	57%	59%	Close to average
2023/24 (final)	25%	58%	Below
2022/23 (final)	30%	58%	Below

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	58%	60%	Close to average
2024/25 (revised)	64%	61%	Close to average
2023/24 (final)	42%	59%	Below
2022/23 (final)	70%	59%	Close to average

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 reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	36%	68%	-32 pp
2024/25 (revised)	50%	69%	-19 pp
2023/24 (final)	25%	67%	-42 pp
2022/23 (final)	30%	66%	-36 pp

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	50%	80%	-30 pp
2024/25 (revised)	57%	81%	-24 pp
2023/24 (final)	33%	80%	-46 pp
2022/23 (final)	60%	78%	-18 pp

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	39%	78%	-39 pp
2024/25 (revised)	57%	78%	-21 pp
2023/24 (final)	25%	78%	-53 pp
2022/23 (final)	30%	77%	-47 pp

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	58%	80%	-21 pp
2024/25 (revised)	64%	81%	-16 pp
2023/24 (final)	42%	79%	-38 pp

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23 (final)	70%	79%	-9 pp

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)	4.7%	5.2%	Close to average
2023/24 (3 term)	4.8%	5.5%	Close to average
2022/23 (3 term)	4.9%	5.9%	Below

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)	12.0%	13.3%	Close to average
2023/24 (3 term)	12.9%	14.6%	Close to average
2022/23 (3 term)	14.3%	16.2%	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.

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