

Kaye's Academy

Address: Holmfield, Clayton West, Huddersfield, West Yorkshire, HD8 9LZ

Unique reference number (URN): 149046

Inspection report: 17 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.

Strong standard ●

Early years

Strong standard ●

Children get off to a flying start in the early years. The environment is nurturing, purposeful and full of rich learning opportunities. Children feel safe and cared for because staff build positive relationships with families from the beginning. This helps children settle quickly and approach school with confidence and excitement.

The curriculum in the early years is ambitious and thoughtfully sequenced. It identifies the knowledge and skills children need across all areas of learning. Staff teach it with skill and care. They use modelling, conversation and well-chosen activities to deepen children's understanding. High-quality interactions help children develop language and vocabulary every day. Following the introduction of the new writing curriculum last year, writing is now taught well and children are securing the foundations they need from the beginning.

Reading is at the heart of daily routines. Children in Reception learn phonics from the moment they begin at the school. Extra support helps children who need more practice to keep up. By the end of Reception, most children read accurately and with growing fluency.

Children delight in learning. They show independence, curiosity and perseverance. When learning feels challenging, children typically say, 'I can't do it yet, but I will try my best.' Staff plan next steps with care, including for vulnerable children. Transitions into Year 1 are managed with thoughtfulness. Children leave Reception extremely well prepared for their next stage of learning.

Expected standard ●

Achievement

Expected standard ●

Pupils achieve well overall. The curriculum ensures they are ready for the next stage of their education. Most pupils make secure progress through the curriculum from their various starting points. This is evident in their work and in the way they talk about their learning. Pupils remember important content and use subject-specific vocabulary with confidence. They develop firm foundations in communication, language, reading, spelling, handwriting and number facts.

Early writing develops less securely at first for some pupils. Where this happens, pupils do not gain accuracy in early transcription as quickly as they could. Targeted support helps pupils address these gaps. Over time, pupils catch up and write with accuracy and fluency.

Achievement in national assessments is consistently above national figures. Most disadvantaged and vulnerable pupils, and those with special educational needs and/or disabilities, make suitable progress from their starting points and move on successfully.

Attendance and behaviour

Expected standard 

Leaders monitor pupils' attendance closely. They analyse information with care to help them quickly spot dips or patterns in pupils' attendance. Leaders build strong relationships with families and use personalised approaches to help pupils overcome barriers. Their actions have had a positive impact. Overall attendance is above national figures. Attendance for disadvantaged pupils is broadly in line with national averages. Many pupils who have been often absent are now attending more regularly. Leaders use adjustments such as 'nurture breakfasts', staggered starts and short settling-in periods to support vulnerable pupils and those who struggle with attendance. These adaptations help pupils attend more regularly and with greater confidence.

Leaders have established high expectations for behaviour. The school is a calm and orderly environment. Routines are clear, and staff apply them consistently. Pupils generally rise to these expectations. They behave respectfully in lessons and at social times. Staff know pupils well and act quickly when pupils need help to manage their emotions. Daily check-ins help pupils reflect and get ready to learn. Bullying, discrimination and harassment are not tolerated. Such incidents are extremely rare and are dealt with promptly and effectively. Pupils feel safe. Overall, they show positive attitudes to learning and take pride in their work. Staff support pupils who struggle, for example with movement breaks, so that they can meet expectations successfully.

Curriculum and teaching

Expected standard 

Leaders have an accurate understanding of the quality of the curriculum and teaching. They draw on regular monitoring to inform their decisions and to strengthen classroom practice. Leaders have set out a broad, balanced and ambitious curriculum. They have thought carefully about the order in which learning is taught so that pupils build knowledge securely from the early years to when they leave school at the end of Year 5.

Teachers have the subject expertise needed to deliver the curriculum successfully. They explain new concepts clearly and use resources well to support pupils' understanding. Learning revisits important knowledge and gives pupils time to practise new skills. Staff check pupils' learning regularly. They usually use this information well, although checks in early writing are less precise than in other areas.

Leaders have introduced a new handwriting curriculum to support early transcription. Staff are still becoming familiar with its expectations, so approaches are not fully embedded. In the early years, where children are learning this curriculum from the start, teaching is highly effective.

Reading is a priority. Pupils at the early stages of learning to read follow a consistent synthetic phonics programme. Staff use assessment to notice gaps in communication, language, reading, spelling or mathematics. They take timely steps to secure strong foundations. Staff make sensible adaptations so that pupils with additional needs can take part in the same learning as their classmates.

Inclusion

Expected standard 

Leaders place inclusion at the centre of the school's work. They have created a culture where all pupils are welcome. Leaders and staff share a clear commitment to removing any challenges that the most vulnerable pupils face. The school works closely with families to develop appropriate support for pupils. It typically identifies pupils' needs quickly and accurately. This includes pupils with special educational needs and/or disabilities, disadvantaged pupils and those known or previously known to social care. In early years, staff gather detailed information before children join the school. This helps them understand each child's strengths and barriers to learning.

Leaders use a wide range of assessments to check pupils' needs. They work closely with specialists, such as educational psychologists, to deepen the school's understanding of pupils' needs and shape support. Staff use advice from leaders well to remove barriers to learning and wellbeing. Leaders respond proactively when external processes in the local area are slow. Staff training ensures that support matches pupils' needs and that pupils can learn in class alongside their peers.

Leaders accurately understand the barriers that disadvantaged pupils face. They use additional funding well to remove these barriers. This includes academic support and wider help, such as nurture breakfasts, trips and clubs.

Leadership and governance

Expected standard 

Leaders are ambitious for the school. They have a clear moral purpose and act in the best interests of children. Leaders and governors have an accurate understanding of the school's strengths and areas for improvement. They prioritise their actions so they make the most difference, especially for disadvantaged pupils, vulnerable pupils and those who face other barriers to learning. Leaders act quickly and effectively when they need to make any improvements. Their self-evaluation and improvement planning are detailed and realistic. The trust's oversight strengthens this work through support and challenge.

Governors and trustees know their roles well. They understand their statutory duties. Those responsible for governance use a wide range of evidence to check the quality of education and the use of resources. They consider the school's context carefully when making decisions. They ask informed questions and offer suitable support and challenge. Governors take staff wellbeing and workload seriously. Staff feel valued, listened to and part of a united team.

Leaders model high expectations and professionalism. Staff share these expectations. Leaders create opportunities for staff and governors to contribute to decision-making. They work openly and collaboratively during change. Professional learning is high quality and evidence informed. It is coherent and sustained. Leaders protect time for staff to develop their practice and expertise.

Leaders and staff build positive relationships with parents and carers and the wider community. For example, staff greet families daily. Governors are often visible around school. Leaders work with other schools and partners to share practice. Leaders welcome

challenge. They act with care, ambition and respect. Their decisions successfully support pupils' education, wellbeing and sense of belonging.

Personal development and wellbeing

Expected standard 

Leaders have put in place a well-designed personal development offer. They place pupils' wider development at the heart of the school's work. The programme is thoughtfully organised so that pupils learn how to stay healthy, safe and confident. Pupils learn about rights, responsibilities and respect for others. Assemblies and lessons encourage pupils to reflect on their beliefs, understand right and wrong and consider different viewpoints. This helps pupils build empathy and develop a strong sense of community. Leaders have ensured that pupils learn about and appreciate the area they live in.

Pupils benefit from experiences that broaden their horizons. Visits and events enrich the curriculum. Recent examples include a visit from a local religious leader, a pantomime, a residential visit and cultural celebrations such as Chinese New Year. These experiences help pupils appreciate diversity, culture and different traditions. Pupils enjoy creative and sporting opportunities. Artwork across the school shows their imagination and pride. Clubs such as cooking, sports and music nurture pupils' talents. Leaders track who takes part to ensure that all pupils can access these opportunities.

Pupils learn about healthy relationships, personal safety and how to manage risks online and offline. They know which adults to speak to if they are worried about something. Pupils gain a secure understanding of the characteristics protected by law. The same applies to fundamental British values. For example, they talk about fairness, tolerance and democracy in age-appropriate ways.

Pastoral support is well embedded. Pupils feel safe, valued and confident to approach trusted adults. Staff use daily emotional check-ins and calm conversations to notice concerns early. This helps pupils manage their emotions and engage fully in school life. Leaders ensure that personal development is an entitlement for every pupil. They provide financial support and make reasonable adjustments so that disadvantaged pupils and vulnerable pupils can take part. This helps pupils feel included and develop a sense of belonging.

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

Pupils feel they are an important part of this caring and friendly school. They are welcomed warmly each morning, and this helps them begin the day with confidence. Children in the early years experience this nurturing culture from the moment they arrive. They settle quickly because staff know them well and help them feel secure. These early experiences shape the positive attitudes pupils carry with them as they move through the school. Pupils attend well.

Pupils feel safe. They know who to talk to if they have worries. Pupils trust adults to listen and help them. Bullying is very rare. If something does happen, staff sort it out quickly and

fairly. Pupils behave well because expectations are clear and consistent. They follow routines with maturity. They show kindness and respect in lessons and around school.

Pupils enjoy learning. They talk with pride about what they know. Their work shows effort and a secure understanding of key knowledge. Pupils remember what they have been taught and use subject vocabulary with confidence. Reading is taught well from the start. Pupils who need extra help receive it quickly. Most pupils secure strong foundations in communication, language, reading, spelling and mathematics. It takes longer for some pupils to be secure in early writing. However, targeted support helps them catch up. By the time they leave, pupils write well and feel ready for the next stage.

Pupils are included in school life. Staff remove barriers so that disadvantaged and vulnerable pupils and those with special educational needs and/or disabilities can participate fully. Pupils enjoy trips, clubs, visitors and creative activities. Pupils take on jobs in school, such as being a member of the school council or helping at playtime. They know they are contributing well to their school. These experiences broaden pupils' horizons and strengthen their sense of belonging.

Pupils say they are proud of their school. They live the values of kindness, respect and aspiration in their actions. They thrive in this safe, inclusive and ambitious community.

Next steps

- Leaders should ensure that the curriculum and teaching of early writing is precise enough so that staff can identify pupils who are struggling and quickly address any gaps in their knowledge.
-

About this inspection

This school is part of Learning Accord Multi 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, Elaine Watson, and overseen by a board of trustees, chaired by Baljit Kaur Birring.

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 school and trust leaders, trustees, members of the local governing board, staff, parents and pupils during the inspection.

The inspectors confirmed the following information about the school:

The school uses no alternative provision.

Lead inspector:

Tracy Duffy, His Majesty's Inspector

Team inspectors:

Rimah Aasim, Ofsted Inspector

Helen Haunch, 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 17 March 2026

School and pupil context

Total pupils

173

Below 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

186

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)

14.19%

Below 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

1.16%

Below 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

19.65%

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).

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)	4.3%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below
2022/23 (3 term)	4.2%	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)	6.9%	13.3%	Below
2023/24 (3 term)	8.0%	14.6%	Below
2022/23 (3 term)	8.4%	16.2%	Below

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.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright