

Hopton Primary School

Address: Woodend Road, Mirfield, West Yorkshire, WF14 8PR

Unique reference number (URN): 107665

Inspection report: 7 July 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

Achievement

Expected standard 

Many pupils achieve very well. In Year 1, outcomes in the phonics screening check are often above the national average. By the end of Year 6, published outcomes show that a greater proportion of pupils than the national average attain the expected standard in reading, writing and mathematics. Disadvantaged pupils' attainment is generally in line with their national counterparts. However, their attainment is significantly below that of their non-disadvantaged counterparts within school. Leaders recognise this. They also recognise that all pupils who are more able could achieve even better outcomes than they do currently.

Pupils are well prepared for the next stage of their education. This includes pupils with special educational needs and/or disabilities and other barriers to learning. They make secure progress through the curriculum from their starting points. Staff work to close gaps in pupils' knowledge quickly so that they catch up with their peers. However, gaps in pupils' knowledge and skills in writing do not currently close quickly enough.

Attendance and behaviour

Expected standard 

Attendance is broadly in line with national averages. Governors and leaders have established effective strategies to improve attendance. They carefully check the attendance rates for individuals and different groups of pupils. They use this information to take action to support pupils and their families. Leaders' actions have had a positive impact on persistent absence, which has decreased this academic year. Their actions are also having demonstrable positive impact on the attendance of disadvantaged pupils, which has improved over time.

Staff have clear expectations for pupils' behaviour. Pupils typically meet these expectations well. They move around the school calmly and are sensible and engaged with their learning during lessons. Most pupils demonstrate respect for others. Leaders have introduced a new system for recording behaviour incidents. They use this to look for patterns and trends. This helps them to intervene quickly where necessary to support pupils to manage their behaviour. Records show that serious behaviour incidents are rare. They have reduced over time as a result of leaders' actions. Leaders typically make appropriate reasonable adjustments for pupils with additional needs who may struggle to manage their behaviour independently. Leaders use suspensions and exclusions proportionately and only as a last resort.

Curriculum and teaching

Expected standard 

Leaders have designed a curriculum that is appropriately sequenced from the early years to Year 6. The curriculum builds pupils' knowledge and skills logically over time. Pupils have frequent opportunities to revisit prior learning. This helps them to remember important knowledge. Most pupils secure basic skills in reading, writing and mathematics during the early years and key stage 1. Staff teach the phonics programme effectively. This means that generally all pupils make secure progress from their starting points in reading. However, in

writing, some pupils do not master pencil grip and letter and number formation quickly enough. This hinders their ability to write fluently as they get older.

Leaders have established a consistent approach to teaching. Generally, staff implement this approach well. The approach helps pupils to concentrate on their learning. Leaders and teachers use regular checks to ensure that pupils understand their learning. This helps teachers to identify gaps in pupils' knowledge and know what to teach next. Sometimes, lessons do not build on the current knowledge of more able pupils. In these instances, pupils find their learning too easy.

Staff make appropriate adaptations to lessons for pupils with special educational needs and/or disabilities and other vulnerabilities. This helps these pupils to be successful in their learning.

Early years

Expected standard 

Leaders ensure that the curriculum in the early years is well sequenced so that children build their knowledge over time. Staff teach the curriculum effectively. They check children's starting points when they join the school so that they can tailor their teaching to meet individual needs. As a result, most children make secure progress through the curriculum. A small number of more able children in the Reception Year could achieve more highly than they do currently.

Leaders prioritise developing children's language and communication skills. They use high quality stories and books as a basis for learning. Staff typically interact well with children to help them with their learning. Staff ensure that children develop the basic skills that they need to be well prepared for Year 1.

Staff promote children's wellbeing and welfare. Children learn how to keep themselves healthy. For example, a dentist visits to teach them about healthy teeth. Leaders keep children safe by ensuring that the school meets statutory welfare requirements.

Children with special educational needs and/or disabilities and other vulnerabilities are carefully included all aspects of the provision. Staff identify potential additional needs quickly. They use individual support plans to help children to make progress through the curriculum from their starting points.

Inclusion

Expected standard 

Leaders create a welcoming environment that helps pupils to feel a sense of belonging. They provide training to staff to help them support pupils with special educational needs and/or disabilities (SEND) and other vulnerabilities effectively. For example, staff complete SEND awareness and emotional support training.

Leaders and staff use a step-by-step cycle to support pupils with SEND. They generally identify pupils' additional needs quickly and accurately. Pupils with SEND or other barriers to their learning typically receive the support that they need to access the curriculum successfully. As a result of training, teachers make appropriate adaptations in lessons so

that pupils can learn alongside their peers. They devise individual support plans that help pupils to make secure progress through the curriculum from their starting points.

Leaders enlist specialist support from external agencies where necessary. This includes for vulnerable pupils, such as those known to social care. They use additional funding appropriately and effectively to support disadvantaged pupils. For example, they use some of this to help remove barriers to these pupils' attendance. This has had a positive impact.

Leadership and governance

Expected standard 

Leaders, including governors, understand the school's context, strengths and areas for development. They focus on a range of appropriate priorities to improve different aspects of the school's work. The impact of their actions can be seen in some areas, such as attendance and behaviour. Staff recognise that recent changes have been necessary. Leaders are aware that change has been rapid. They consider the impact of this on staff workload and wellbeing. Senior leaders support staff to develop their leadership skills, such as leading a subject area. Their work in this area is in its infancy and therefore its impact cannot be measured.

Governors are supportive of leaders and the school. They visit regularly to check the progress that leaders are making against their improvement priorities. They create and follow through on actions from these visits. Governors fulfil their statutory duties effectively. They give regard to leaders' workload. They take part in relevant training to ensure that they have the required skills to support and challenge leaders.

Staff receive a range of training that typically aligns to school improvement priorities. Most feel positive about the culture in the school. They feel included in changes that take place.

Leaders act in the best interests of all pupils. They participate in local authority working groups and activities with other nearby schools to share best practice. Leaders engage well with parents and carers and the wider community. They have created more regular opportunities for parents to visit school and be involved in their child's education. Most parents and pupils are positive about the school.

Personal development and wellbeing

Expected standard 

Leaders carefully consider and design the personal development offer using a mixture of bespoke approaches and published schemes of work. They ensure that pupils learn statutory content, such as relationships, sex and health education at age-appropriate points. They have recently introduced online resources to support teaching. These support pupils to remember their learning. Leaders respond to local issues that may affect pupils in the community and online. Consequently, pupils understand how to keep themselves safe.

Pupils can talk about some of their learning. For example, after studying money management, they can articulate the difference between wants and needs. Pupils understand the difference between healthy and unhealthy relationships. Some pupils understand the concept of consent at an age-appropriate level.

Pupils learn about different faiths and cultures during religious education lessons and assemblies. Visitors to school support their learning about fundamental British values. For example, local magistrates visit the school to talk about the rule of law, crime and consequences. Older pupils can generally talk maturely about these issues. In the early years, teachers take the opportunity to introduce the idea of democracy. For example, they encourage children to vote for which story they would like to read.

Trained adults support pupils' wellbeing effectively. Pupils generally know how to find support from an adult. They also have access to worry boxes and a system to help them regulate their own emotions. Pupils act as school council members to help improve the school. Leaders are introducing a growing range of extra-curricular clubs. In addition to the existing sports clubs, pupils now have access to, for example, Lego club and computer club. Leaders have recently started to check pupils' attendance at clubs to ensure that all pupils have equality of access, including disadvantaged pupils.

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

At Hopton Primary School, pupils live by 'golden principles' of respect, honesty and effort. The school's curriculum helps them learn to respect each other. The focus on respect is supported by involvement in a local community approach that aims to combat anti-social behaviour. Staff encourage pupils to look after their surroundings through the 'tidy classroom' initiative. Pupils appreciate recent changes to the school environment. These include the new library and the welcoming entrance area. Pupils feel pride in their school and a sense of belonging.

Pupils generally achieve well. They often enjoy their learning. By the end of Year 6, a significant number of pupils attain the expected standard in national tests. This helps them to be well prepared for the next stage of their education. Leaders have recently improved the curriculum in some subjects. Staff generally teach the curriculum well. Leaders are working to ensure that all areas of teaching and learning are consistently high quality for every pupil.

Pupils attend a range of enrichment activities such as extra-curricular clubs. They appreciate these opportunities to develop their talents and interests. Leaders ensure that all pupils have equal access to the extra-curricular offer. Governors and leaders work together to help pupils be safe in their locality and online. For example, pupils learn how to stay safe near local rivers and railway lines.

As a result of leaders' actions, attendance is improving. Pupils behave well because of clear routines and expectations. They recognise that the school treats everyone fairly and equally. Records show that there are very few incidents of bullying. Pupils know how to find a trusted adult to help them if they need one. They say this helps them to feel safe in school.

Next steps

- Leaders should ensure that the curriculum and teaching in all subjects and phases, including the early years, adapts and evolves based on the individual starting points of pupils.
 - Leaders should ensure that all pupils, including more able pupils and those who are disadvantaged, consistently achieve well, develop detailed knowledge, and produce high quality work across the whole curriculum.
 - Leaders should ensure that staff with an area of responsibility are equipped to make a consistently positive contribution to the school's priorities.
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About this inspection

The chair of the board of governors of this school is Mrs Amanda McCabe.

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

Following our new 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 the chair of the board of governors and other governors, the school's local authority learning partner, the headteacher and members of the senior leadership team.

The school currently uses no alternative provision.

The school has undergone significant change since the last inspection. The chair of governors and the headteacher are recently appointed.

The school offers nursery provision to children from the term after their third birthday.

Headteacher: Ben Smith

Lead inspector:

Abbey Broom, His Majesty's Inspector

Team inspectors:

Lynda Florence, Ofsted Inspector

Shan Brough Jones, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.

 The inspector(s) used this data during the full inspection on 7 July 2026

School and pupil context

Total pupils

321

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

315

Close to 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)

15.28%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.3%

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

1.87%

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

10.90%

Below average

What does this mean?

The proportion of pupils with reported special educational needs support 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	75%	61%	Above
2024/25 (final)	73%	62%	Above
2023/24 (final)	84%	61%	Above
2022/23 (final)	69%	60%	Above

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	83%	74%	Above
2024/25 (final)	87%	75%	Above
2023/24 (final)	91%	74%	Above
2022/23 (final)	73%	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	86%	72%	Above
2024/25 (final)	84%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23 (final)	85%	71%	Above

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	85%	73%	Above
2024/25 (final)	82%	74%	Above
2023/24 (final)	91%	73%	Above
2022/23 (final)	81%	73%	Above

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	63%	46%	Above
2024/25 (final)	45%	47%	Close to average
2023/24 (final)	71%	46%	Above
2022/23 (final)	71%	44%	Above

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	78%	62%	Above

Year	This school	National average	Compared with national average
2024/25 (final)	73%	63%	Close to average
2023/24 (final)	86%	62%	Above
2022/23 (final)	71%	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	75%	59%	Above
2024/25 (final)	55%	59%	Close to average
2023/24 (final)	86%	58%	Above
2022/23 (final)	86%	58%	Above

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	75%	60%	Above
2024/25 (final)	73%	61%	Close to average
2023/24 (final)	79%	59%	Above
2022/23 (final)	71%	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	63%	68%	-5 pp
2024/25 (final)	45%	69%	-24 pp
2023/24 (final)	71%	67%	4 pp
2022/23 (final)	71%	66%	5 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	78%	80%	-1 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	86%	80%	6 pp
2022/23 (final)	71%	78%	-7 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	75%	78%	-3 pp
2024/25 (final)	55%	78%	-24 pp
2023/24 (final)	86%	78%	8 pp
2022/23 (final)	86%	77%	8 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	75%	80%	-5 pp
2024/25 (final)	73%	81%	-8 pp
2023/24 (final)	79%	79%	-1 pp
2022/23 (final)	71%	79%	-8 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 (3 term)	5.4%	5.2%	Close to average
2023/24 (3 term)	5.5%	5.5%	Close to average
2022/23 (3 term)	5.9%	5.9%	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 (3 term)	12.6%	13.0%	Close to average
2023/24 (3 term)	14.6%	14.6%	Close to average
2022/23 (3 term)	16.3%	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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