

Kettlethorpe High School

Address: Kettlethorpe Hall Drive, Standbridge Lane, Sandal, Wakefield, West Yorkshire, WF2 7EL

Unique reference number (URN): 108271

Inspection report: 23 June 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

Personal development and wellbeing

Expected standard 

Leaders have established a comprehensive and coherent personal development programme. The school's programme includes personal, social and health education (PSHE). Pupils learn about relationships, equality and diversity and physical and mental health. As pupils progress through the school, they develop their knowledge of these PSHE themes in an age-appropriate way. Pupils gain a secure knowledge of the fundamental British values and protected characteristics. They learn how to keep themselves safe, including online. Moreover, the school adapts the programme to address national and local issues. Leaders use assemblies and tutor time well to reinforce pupils' learning.

The school prioritises pupils' wellbeing. Pupils enjoy effective pastoral support that meets their individual needs. Staff know pupils well. They form positive relationships with pupils and work with parents and carers to reduce barriers to pupils' wellbeing. Some more vulnerable pupils benefit from additional pastoral support. This includes regular check-ins with pastoral staff and support from the school counsellor.

Leaders provide pupils with a wide range of opportunities to broaden their experiences. These opportunities enrich pupils' learning and support pupils' personal development. Leaders ensure that all pupils can access these opportunities, including disadvantaged pupils and pupils with special educational needs and/or disabilities. Pupils enjoy extra-curricular activities including sports, music and drama. They take part in visits to places of social and cultural interest. Pupils take on various leadership roles, including school ambassadors and literacy ambassadors.

The school provides pupils with appropriate careers information, education and guidance. Pupils take part in work experience in Year 10 and enjoy talks from local employers. Pupils learn about apprenticeships and technical education. They receive individual careers guidance from a careers adviser. The school's careers provision enables pupils to make well-informed decisions about their next steps.

Needs attention

Achievement

Needs attention 

While pupils' achievement overall is broadly in line with national averages, the achievement of disadvantaged pupils in key stage 4 examinations has declined in recent years. Disadvantaged pupils do not achieve as well as their peers nationally. In contrast, non-disadvantaged pupils achieve broadly in line with their peers.

The achievement of pupils with special educational needs and/or disabilities (SEND) is variable. Pupils with SEND who receive the specific support they need achieve well. They make appropriate progress from their starting points. However, other pupils with SEND do not consistently make suitable progress in learning the curriculum.

Typically, pupils secure the essential knowledge they need in reading, writing and mathematics. Across most of the curriculum, pupils can recall what they have learned. Some pupils produce work of a high quality.

Generally, the school prepares pupils well for their next steps in education, employment and training. It provides an education that gives most pupils the knowledge and skills they need for their next steps.

Attendance and behaviour

Needs attention 

The attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) is below the national average. Leaders have only recently established a systematic and rigorous attendance strategy. Leaders analyse attendance data and identify patterns and trends in pupils' absence. They use this information to inform the actions they take. Leaders work with pupils and parents and carers to remove barriers to attendance. Leaders' actions are beginning to improve the attendance of some pupils. Year 7 pupils attend well and the attendance of pupils with SEND is improving. However, it is too soon to see significant impact on the overall attendance of pupils and groups of pupils.

Leaders have high expectations of pupils' behaviour and conduct. They communicate these expectations clearly to pupils. Pupils enjoy the rewards they receive for meeting the school's high expectations of them. Leaders have established a clear set of routines for positive behaviour. Staff support leaders well in implementing these routines. As a result, pupils typically behave well. Pupils conduct themselves in a calm and orderly manner around school and show positive attitudes to their learning. Leaders deal effectively with bullying and with any signs of discriminatory behaviour.

Curriculum and teaching

Needs attention 

While teaching is typically effective, with clear routines for learning, too often teachers do not adapt their teaching well enough to meet pupils' needs. Some pupils with special educational needs and/or disabilities (SEND) do not receive the specific help they need with their learning. As a result, some pupils do not build a coherent body of knowledge across the curriculum. However, leaders adapt the curriculum to meet the needs of a small number of pupils with SEND. This supports pupils to secure essential knowledge and skills in English and mathematics.

Leaders have developed a broad and ambitious curriculum. At key stage 4, there is a range of both academic and vocational courses. Pupils at an early stage of reading benefit from a recently introduced phonics programme. Other pupils follow reading programmes that support their reading fluency and comprehension. Indeed, the school prioritises reading. Pupils read regularly at school, including in well-structured tutor time reading sessions.

Leaders have established a research-informed model for effective teaching. Teachers have secure subject knowledge and generally teach well. Teachers revisit pupils' prior learning, explain new information clearly and check pupils' understanding. In many subjects, pupils

receive regular feedback from teachers. This helps pupils to improve the quality of their work.

Inclusion

Needs attention 

Leaders have only recently established appropriate processes for identifying and assessing pupils' needs. Until recently, leaders did not identify pupils' needs in a timely and precise enough manner. This means that some pupils do not receive the support they need to overcome barriers to their learning. This includes pupils with special educational needs and/or disabilities. Sometimes, leaders do not give staff the information they need to meet pupils' specific needs. However, support for pupils with education, health and care plans is more effective.

Staff do not consistently use appropriate strategies to promote disadvantaged pupils' learning. Leaders recognise this and they are now addressing it. The school's use of pupil premium funding to support disadvantaged pupils' wellbeing is more effective.

Leaders' support for pupils known, or previously known, to social care is effective. Leaders work well with the virtual school and with social workers to meet pupils' needs. The school uses alternative provision in the best interests of pupils, both to support pupils' learning and wellbeing.

Moreover, leaders are sensitive to other barriers that some pupils face. If pupils arrive at school without the correct uniform or equipment, leaders provide what pupils need. This enables pupils to make a positive start to the school day.

Leadership and governance

Needs attention 

The school has recently undergone significant changes in leadership. There is a new leadership team in place. There have also been changes to the chair and membership of the school's governing body.

New leaders have an acute understanding of the school's strengths and priorities for improvement. However, their actions have not been swift or effective enough to address low attendance. Nor have they acted with appropriate rigour and urgency to identify and assess pupils' learning needs. As a result, disadvantaged pupils and some pupils with special educational needs and/or disabilities (SEND) do not achieve well.

That said, leaders take appropriate action to improve the quality of education that the school provides for pupils. Furthermore, leaders make decisions in the best interests of pupils. The actions that leaders have recently taken are starting to have a positive impact.

Governors fulfil their statutory responsibilities. The governing body has an appropriate range of skills and expertise. Governors exercise suitable strategic oversight. They hold school leaders to account in a regular and systematic way.

Leaders prioritise staff workload and wellbeing. They take staff wellbeing and workload into account when introducing changes to school practices. Leaders also provide staff with the professional development they need. Staff value this. They enjoy working at the school.

Leaders have work to do to gain the full support of some parents and carers. However, leaders seek to engage and involve parents in the life of the school. Leaders work effectively with parents to understand and address the barriers to pupils' wellbeing.

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

Over time, leaders have not identified pupils' needs precisely enough. In addition, many disadvantaged pupils and pupils with special educational needs and/or disabilities (SEND) do not attend school regularly. Leaders are now taking appropriate actions to improve these aspects of school provision.

Typically, pupils behave well. Pupils follow the 'Kettlethorpe Way' which sets out the school's high expectations of pupils' behaviour and conduct. Pupils show kindness and respect to each other. They conduct themselves in a calm and sensible manner. Pupils build positive relationships with their peers and staff. Staff provide pupils with pastoral care that supports their wellbeing. Pupils develop a true sense of belonging to the school community. When bullying occurs, the school deals with it effectively. Pupils are safe at school. Pupils know that staff will help them if they have any concerns.

Pupils show positive attitudes to their learning. They are attentive in lessons and apply themselves well to their work. Pupils benefit from the advice and guidance they receive from teachers. Pupils who attend regularly make appropriate progress in learning the curriculum. Most pupils are well prepared for their next steps in education, training or employment. However, some pupils do not receive the specific support they need to be successful in their learning. This includes disadvantaged pupils and pupils with SEND. This is because, over time, leaders have not identified pupils' needs precisely enough.

Overall, pupils' attendance at school is improving as a result of leaders' recent actions. However, many disadvantaged pupils and some pupils with SEND do not attend well enough.

Pupils receive effective support for their wellbeing. They benefit from helpful careers advice that guides their decisions about future pathways. Pupils enjoy a range of activities that enrich their learning and promote their personal development. They give back to the school and wider community through leadership roles and charitable work.

Next steps

- Leaders should ensure that they identify pupils' needs in a timely and precise manner. They should give staff appropriate information about the specific strategies staff should use to support individual pupils' learning.
- Leaders should ensure that they are rigorous and systematic in addressing low attendance so that the attendance of disadvantaged pupils and pupils with special educational needs and/or disabilities improves.

- Leaders should ensure that teachers adjust and adapt their teaching effectively to meet pupils' needs, including the needs of disadvantaged pupils and pupils with special educational needs and/or disabilities.
 - Leaders should ensure that they improve the attainment of disadvantaged pupils in key stage 4 examinations so that disadvantaged pupils are well prepared for their next steps.
 - Leaders should build on their recent improvement work and ensure that they respond swiftly and effectively to address any area of provision that needs improvement.
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About this inspection

The chair of the board of governors in this school is Lindsey Barszczak.

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 HMI.

Inspectors spoke with the headteacher, deputy headteachers and other senior leaders during the inspection. Inspectors also spoke with the chair of the board of governors, other members of the board of governors and representatives from the local authority.

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 currently makes use of five alternative provisions, including one that is unregistered.

Headteacher: Roisin Paul

Lead inspector:

Ian Rawstorne, His Majesty's Inspector

Team inspectors:

Natasha Greenough, Ofsted Inspector

Matthew West, Ofsted Inspector

Joe Barton, Ofsted Inspector

Ed Hall, Ofsted Inspector

Chris Fletcher, 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 23 June 2026

School and pupil context

Total pupils

1,672

Well 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

1,750

Well 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: 1,154

Pupils eligible for free school meals (FSM)

24.16%

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

2.63%

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

9.57%

Below average

What does this mean?

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

National average: 13.4%

Location deprivation

Above 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 (final)	47.3%	45.4%	Close to average
2023/24 (final)	52.4%	45.9%	Close to average
2022/23 (final)	56.9%	45.3%	Above

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 (final)	46.9	46.1	Close to average
2023/24 (final)	46.6	45.9	Close to average
2022/23 (final)	50.0	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)	-0.06	-0.03	Close to average
2022/23 (final)	0.21	-0.03	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' 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 (final)	12.9%	25.8%	Below
2023/24 (final)	35.5%	25.8%	Above
2022/23 (final)	25.0%	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 (final)	28.5	34.9	Below
2023/24 (final)	31.5	34.6	Close to average
2022/23 (final)	32.0	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)	-1.21	-0.57	Below
2022/23 (final)	-1.09	-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 (final)	12.9%	53.1%	-40.3 pp
2023/24 (final)	35.5%	53.1%	-17.7 pp
2022/23 (final)	25.0%	52.4%	-27.4 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 (final)	28.5	50.4	-21.9
2023/24 (final)	31.5	50.0	-18.5
2022/23 (final)	32.0	50.3	-18.3

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)	-1.21	0.16	-1.38
2022/23 (final)	-1.09	0.17	-1.25

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 (revised)	93%	92%	Average
2022 leavers (revised)	94%	93%	Average
2021 leavers (revised)	94%	94%	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 (3 term)	11.5%	8.4%	Above
2023/24 (3 term)	10.8%	8.9%	Above
2022/23 (3 term)	9.0%	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 (3 term)	27.9%	23.4%	Above
2023/24 (3 term)	29.2%	25.6%	Close to average
2022/23 (3 term)	24.4%	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.

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