

# Holme Junior and Infant School

## Inspection report

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<b>Unique Reference Number</b>	107659
<b>Local authority</b>	Kirklees
<b>Inspection number</b>	377620
<b>Inspection dates</b>	17–18 November 2011
<b>Reporting inspector</b>	Marie Cordey

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	34
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Peter Lorimer
<b>Headteacher</b>	Anne Swain
<b>Date of previous school inspection</b>	11 June 2007
<b>School address</b>	Meal Hill Road Holme Holmfirth HD9 2QQ
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## Introduction

This inspection was carried out by one additional inspector. The inspector visited five lessons and observed four teachers. The inspector held meetings with members of the governing body, staff and groups of pupils. The inspector observed the school's work and looked at documentation, including the school's self-evaluation evidence, the school improvement plan and internal and external monitoring reports of the school's work. The inspector analysed 26 questionnaires completed by parents and carers and also questionnaires completed by pupils and staff.

The inspector reviewed many aspects of the school's work and looked in detail at a number of key areas.

- Pupils' achievement and the learning and progress they make, especially in mathematics.
- The effectiveness of teaching and the curriculum in matching the needs and abilities of pupils in the mixed-age classes.
- The quality and effectiveness of provision and resources for children in the Early Years Foundation Stage.

## Information about the school

The school is much smaller than most primary schools. The proportion of pupils known to be eligible for free school meals is well-below average. The number of pupils with special educational needs and/or disabilities is well-below average. The vast majority of pupils are from White British backgrounds. The school has gained 'Fairtrade' status.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate**  
Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

This is a good school. Exceptional care for pupils' learning and personal well-being is at the heart of the school's character and prepares them extremely well for their future. Excellent relationships with parents and carers are reflected in their very positive views of the school and in their children's attendance. Pupils relish coming to school and their attendance is high. They are very effective ambassadors of living healthily and most persuasive when talking about the benefits of regular exercise and eating sensibly. Pupils were extremely welcoming and polite; indeed, enthusiastic and thoughtful conversations with many pupils and children resulted in knowing a large proportion of pupils by name! Their spiritual, moral, social and cultural development is outstanding, reflecting their keen sense of right and wrong, their consideration and respect for people from different walks of life and their commitment to fairness. Pupils feel very safe in this reassuring and attractive environment.

Pupils' attainment is consistently above average and they make good progress. Attainment in mathematics, although above average, is not as high as pupils' standards in English and is a school priority for improvement. Good teaching takes account of the mixed-ages and abilities found in some of the classes by carefully planned work and activities that relate to pupils' individual abilities and interests. Occasionally, these are not as fine-tuned or challenging as in the better lessons and some pupils either finish work early or are not quite sure of what is required of them. The use of resources such as computer programs and 'games' do not challenge pupils consistently to reach their potential or extend their knowledge and understanding of mathematics.

Leaders and members of the governing body have a bracing vision of success based on careful evaluation of the school's performance and high expectations. Consequently, they are systematically tackling comparative weaknesses in the school's performance. Self-evaluation is mostly accurate and correctly identifies the most effective strategies to improve the school's performance. For all these reasons, the school's capacity to sustain improvement is good. Their promotion of community cohesion is excellent because of a thorough analysis of the school's context. This contributes very well to a successful and thriving school that is at the heart of the local community. The governing body is well-placed to challenge the school's performance even further.

## What does the school need to do to improve further?

- Raise attainment, especially in mathematics by:
  - ensuring that the quality of teaching and assessment is more consistent
  - ensuring that lessons are carefully planned to meet the individual abilities and interests of pupils, particularly in the mixed-age classes, by providing high-quality, challenging resources and using them effectively to extend pupils' knowledge and improve their skills.

## Outcomes for individuals and groups of pupils

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Pupils enjoy learning and their achievement is good. They learn best when they are challenged to acquire knowledge, develop their skills and reflect on their learning. In Class 1, for example, Years 1 and 2 pupils were given the task of selecting four words from which they had to make at least three sentences to form a paragraph. After this pupils acted out their paragraphs. This enabled them to reflect on where punctuation should be as well as to judge what would be the most effective use of vocabulary. They worked at a furious pace to produce the most effective paragraphs and thoroughly enjoyed the challenge. They learn less quickly when work is less challenging and they can comfortably complete work at a relatively slower pace. Up until recently children entered the Reception class with skills that were, overall, in line with expectations for their age. Currently, children join the school with skills that are, in general, above those expected for their age, although their skills in reading, writing and calculation are lower. By the time pupils leave school at the end of Year 6 their attainment is above average and in writing and music it is high. Pupils with special educational needs and/or disabilities are rapidly identified and supported through sensitive and challenging teaching assistants. Consequently, they make similar good progress in their learning as their classmates.

Pupils' behaviour is good overall and is exemplary around school. Occasionally, pupils are slow to respond to guidance from staff about how to learn responsibly. This is improving and pupils encourage each other to behave well. They relish positions of responsibility such as being members of the school council and buddies. Their voice is listened to and acted upon and pupils blossom in the knowledge that their views are important. They are beginning to learn more about the wider community and its diversity through partnerships with other schools. They are very generous fund-raisers for a range of local and international charities. Their contribution to 'Fairtrade', especially through the shop in the local town, is a matter of pride for pupils and much appreciated by the community. Pupils are aspirational and understand precisely what to do in order to achieve their goals for the future. Their excellent speaking and listening skills, above average attainment and high attendance are qualities that prepare them exceptionally well for the rest of their lives.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>1</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>1</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop skills that will contribute to their future economic well-being</b>	<b>1</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	1
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>1</b>

## How effective is the provision?

Good teaching and assessment are instrumental in moving pupils ahead in their learning. This includes some outstanding teaching which is inspirational. In a music lesson consisting of children and pupils from the Reception class through to Year 4 for instance, all learners were motivated to present a stunning musical performance. Children in the Reception class spoke confidently about 'fortissimo' and the difference between speaking quietly, for instance, and singing softly. All ages of learners knew how to read music because of the specialist knowledge of the teacher and the teaching assistant. The school is beginning to model these successful teaching qualities. Learning is comparatively slower when lessons are not challenging enough for the wide range of pupils' ages and abilities found in some classes and when assessment does not routinely include how, precisely, pupils might improve the standard of their work.

The curriculum is enriching and enjoyable. Pupils and their parents and carers appreciate the wide range of after-school activities and the number of visits the school arranges. Impressively, for such a small school, a number of borough-wide sports trophies have been won; in rounders and cross country, for example. Subjects such as art, music and sport are particular strengths of the curriculum. Its effect is slightly limited when it does not take into account, for example, how well pupils can apply their mathematical skills. The curriculum is currently under review in order to provide a broader range of mathematical experiences.

All pupils are known as individuals and their parents and carers are very positive about the quality of advice and support with which their children are provided. Pupils in need of the most support are confident and improve their self-reliance because of the outstanding personal support they receive from committed teachers and teaching assistants. The school works very effectively with outside agencies to support families, to ensure the safety of all pupils and to keep attendance rates high. Children settle down very quickly and happily when they join the Reception class

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<sup>1</sup>The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

because they are visited at home and are well-prepared for school life by visiting the school before starting to attend. Pupils move seamlessly between Years 2 and 3 because of the family atmosphere of the school and the many opportunities to work together across year groups. Their transition to secondary school is smooth because pupils visit their chosen school and members of staff from the secondary schools come into Holme to welcome and prepare pupils for the next stage in their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>1</b>

## How effective are leadership and management?

Leaders and members of the governing body have successfully shared their vision of a caring and flourishing school with all members of staff. There is a palpable sense of pride and ambition amongst pupils, staff, parents and carers. This is because leaders create a climate of achievement and improvement. As a result, staff are committed to raising pupils' attainment further, especially in mathematics. Leaders are committed to strengthening the quality of teaching and eliminating inconsistent practice. They have embarked on a systematic monitoring and evaluation programme to support and challenge staff. Pupils are set challenging targets based on effective tracking of pupils' performance.

The school promotes equality of opportunity well; this is reflected in consistently improving outcomes for all groups of pupils and the narrowing of gaps in attainment between subjects. Human rights are respected because the school develops pupils' understanding about differences. Arrangements for the safety and welfare of pupils are good. Pupils have a strong understanding of how to keep themselves safe because of this and because it is integrated into the curriculum. The governing body ensures that there is regular and advanced training regarding safeguarding and makes sure that finances are used effectively to provide a safe environment. In addition, the governing body is influential in shaping the school's vision and in working with leaders and staff to improve the school. The school has forged productive links with other schools and support agencies. Its contribution to community cohesion locally, and on national and international fronts, is excellent.

*These are the grades for the leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>1</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>

<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>1</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children enjoy taking part in the many varied activities prepared for them and are enthusiastic about playing and learning. They also learn from older pupils in Years 1 and 2, who are effective role models for them in terms of attitudes to learning: they can see how much the older ones enjoy school.

Teaching quality is good and is particularly effective in activities where children use their own knowledge and experiences to apply and extend their learning. For instance, they played hopscotch to work out sums and calculate number bonds. They thoroughly enjoyed this activity and developed their discussion skills and successful ways of learning through play.

The governing body has dedicated funds to improve resources and the environment outdoors since the previous inspection. The school recognises that there are still areas to improve upon because there are limitations to the range of activities that can be provided for children to develop their independence and their physical skills. Although the teaching and learning are well planned, there are too few opportunities for children to practise their skills independently and develop their resilience and self-reliance. The Early Years Foundation Stage leader has accurately identified this as an area for development. The setting is led and managed well. Positive relationships between children and adults reflect thoughtful attention to children’s needs. Staff work very well as a team and there are very good links with parents and carers, who are very supportive of their children’s learning both in school and at home.

### *These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management in the Early Years Foundation Stage	2

## Views of parents and carers

Almost three quarters of parents and carers responded through the completed questionnaires. Of these, all were happy with the school’s provision and indicated that their children enjoyed school and that pupils’ behaviour was good. All parents and carers agreed that the school helped their children to have a healthy lifestyle and inspection findings confirm that this aspect is excellent.



## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holme Junior and Infant School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspector received 26 completed questionnaires by the end of the on-site inspection. In total, there are 37 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	21	81	4	15	0	0	0	0
The school keeps my child safe	23	88	3	12	0	0	0	0
The school informs me about my child's progress	20	77	6	23	0	0	0	0
My child is making enough progress at this school	16	62	10	38	0	0	0	0
The teaching is good at this school	22	85	4	15	0	0	0	0
The school helps me to support my child's learning	18	69	8	31	0	0	0	0
The school helps my child to have a healthy lifestyle	20	77	6	23	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	22	85	4	15	0	0	0	0
The school meets my child's particular needs	21	81	5	19	0	0	0	0
The school deals effectively with unacceptable behaviour	18	69	7	27	0	0	0	0
The school takes account of my suggestions and concerns	16	62	9	35	0	0	0	0
The school is led and managed effectively	16	62	10	38	0	0	0	0
Overall, I am happy with my child's experience at this school	22	85	4	15	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above is for the period 1 September 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



21 November 2011

Dear Pupils

**Inspection of Holme Junior and Infant School, Holmfirth, HD9 2QQ**

I want to thank you for your help and for your eagerness to talk to me when I visited your school. I listened carefully to what you had to say and looked closely at the returned questionnaires many of you completed. You were all extremely polite and welcoming and I particularly enjoyed getting to know so many of you by name.

Holme is a good school. You are cared for extremely well and become confident and caring young people yourselves. Unsurprisingly, you enjoy coming to school and your attendance is excellent. Well done to you and your families! You are exceptionally health conscious and keen to keep fit through all your sporting activities. I was very impressed with the trophies that you have won for sport. Children in the Reception class are warmly welcomed into school and enjoy playing and learning.

You make good progress in your work which is of a good standard. You do your best work in writing and in music. I would like you to improve your work in mathematics further. I have asked your school to make sure all the teaching is good or better, and that you are all challenged to achieve your very best. I have also asked your school to provide some very good computer games and activities in mathematics to match each of your abilities and interests. You can play a part in this because I know how much you enjoy a challenge and like doing well in all your subjects.

I wish you all the very best for your future.

Yours sincerely

Marie Cordey  
Lead inspector

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