

Holme Junior and Infant School

Meal Hill Road, Holme, Holmfirth, West Yorkshire HD9 2QQ

Inspection dates

16–17 January 2019

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- Parents and carers rightly think highly of Holme Junior and Infant School. Comments such as 'A brilliant school environment, staff who go the extra mile, where children are thriving academically and personally' are testament to their positive views of the school.
- Leaders have addressed areas for improvement effectively since the school's previous inspection. The improved quality of teaching in key stage 2 now means that pupils are making good progress from key stage 1, particularly in reading and mathematics.
- Many governors new to the role bring high levels of expertise and have quickly gained a good understanding of the school's strengths and weaknesses in teaching and learning.
- Staff working in collaboration with neighbouring schools have received some good-quality professional development. This has been effective in raising expectations and improving pupils' outcomes.
- Teachers generally use assessment well to plan for mixed-aged classes. Activities are usually well matched for different ages, although there are some weaknesses in writing in key stage 2, and mathematics tasks do not always challenge pupils in key stage 1.
- Pupils enjoy reading and achieve well. Younger pupils apply their phonics accurately to decode words, and older pupils read with confidence and can talk about their preferred authors.
- The pupil premium funding is used effectively to provide intervention teaching for the very few disadvantaged pupils. This has improved their progress.
- The achievement of pupils with special educational needs and/or disabilities (SEND) is good. Leaders ensure that these pupils receive the quality of teaching and support that meets their needs.
- The school puts a high priority on pupils' welfare. Procedures for safeguarding pupils are effective. As a result, pupils say that they feel safe and nearly all parents agree.
- Pupils behave well and show good attitudes to learning. Pupils of all ages work and play well together.
- Children in the early years quickly adapt to a mixed-age class and are confident in school. Some activities that the children choose independently do not always further their learning. However, good provision to develop children's literacy and mathematical skills means that they are well prepared for Year 1.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching to further raise pupils' attainment, particularly in mathematics and writing by:
 - providing further challenge in key stage 1 mathematics lessons so that pupils have the opportunities to apply mathematical concepts to more complex problems
 - ensuring that pupils in key stage 2 have opportunities to record their mathematical workings so that they can explain their reasoning
 - planning lessons in key stage 2 which systematically teach pupils writing skills so that they can write in depth and at length
 - ensuring that pupils' edit of their writing improves the quality of their redrafted work and standard of spelling
 - making clearer links with books that pupils are reading to develop different styles of writing.

- Improve leadership and management by:
 - developing the skills and expertise of the new subject leaders and provide opportunities for them to monitor and evaluate the work within school.

- Improve the quality of provision in the early years so:
 - classroom and outside activities chosen by the children have a clear purpose for learning.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher has created a culture where staff are dedicated to improving their practice. Since the school's previous inspection, there have been changes in governors, staffing and subject leaders and this has resulted in the school's successful journey to improvement.
- The school has actively sought collaboration with local schools to improve the capacity of subject leaders and verify its own judgement of its effectiveness. Staff have been well supported by the local authority, which has brokered support and professional development to improve the quality of teaching.
- Subject leaders new to post are still developing their effectiveness to its full capacity. In this small school, the few teachers take on many responsibilities as well as a full-time teaching commitment. Subject leaders are not always aware of the quality of teaching and learning in the key stages of the school with which they are less familiar.
- The headteacher has a good understanding of the school's effectiveness and provides detailed information to various governor committees. The school development plan accurately identifies the areas for improvement.
- The school has utilised external support to assist with the monitoring and evaluation of the quality of teaching, particularly in English and mathematics. This has ensured that lessons are generally well planned for the mixed-age classes. Mathematics teaching in key stage 2 is well pitched and pupils' work is accurately planned for all abilities. In key stage 1, mathematics tasks sometimes lack challenge. Literacy is taught effectively in key stage 1, so pupils quickly acquire the basic skills in reading and writing. The older pupils are not always given the opportunity to develop these skills in depth.
- The school has overhauled its assessment system for monitoring pupils' progress and attainment. Professional development has been provided to ensure that teachers' assessment is accurate and this has been externally verified. This means that teachers and leaders now have an accurate picture of how well pupils are doing. As result, intervention actions to provide additional support are well directed and have improved the progress for these pupils.
- The school has very effective relationships with parents and the local community. On appointment, the current headteacher sought the views of parents to ascertain how the school might be improved. Nearly all parents who responded to the Ofsted questionnaire, Parent View, would recommend the school to others. All those parents who responded in writing to the inspection survey were overwhelmingly positive and talked about the recent changes which have improved the school.
- The leadership of SEND is effective. There are no pupils eligible for additional funding. The few pupils in school identified as requiring some support are well catered for and this is clearly outlined in their individual learning plans and resourced by the school.
- The school has put in place a structure for teaching a broad range of topics to pupils in mixed-age classes. These are enhanced by visits, for example a trip to a Leeds theatre and to a local museum to see an exhibition of Ancient Egypt. A local artist and an author have visited the school, which added value to the teaching of subjects such as

art and English, and helped bring the curriculum alive for pupils. All pupils have the opportunity to learn the violin and some learn other instruments, which gives them good opportunities to excel in music.

- Pupils are well prepared for life in modern Britain and have a good understanding of British values. The curriculum is well planned to meet the needs of pupils from a local, rural community, but caters for the diversity in communities not so far away. This good planning means that the curriculum provides a range of experiences to foster pupils' spiritual, moral, social and cultural development. As a result, pupils have an awareness of people from other backgrounds and with different beliefs.
- A small number of pupils are known to be eligible for support through the pupil premium. The school provides extra teaching and programmes of support for disadvantaged pupils to improve their progress.
- The primary physical education and sport funding has been used effectively. Pupils have access to a broad range of clubs and competitive sports opportunities with which they enthusiastically engage.

Governance of the school

- New governors bring to the governing body a sharper focus and commitment in addressing weaknesses than has been the case in the past. Governors have a good understanding of their role and responsibilities in holding the school to account.
- Governors regularly visit the school to evaluate its effectiveness. They have an overview about the quality of teaching and learning and clearly articulate the strengths and weaknesses of the school.
- Governors are prepared to challenge the headteacher and have been effective in speeding up the rate of improvement in the quality of teaching so that pupils are now achieving well.
- There are few disadvantaged pupils in the school. Governors have directed funding to supporting some of these pupils with additional teaching, access to extra-curricular activities and providing pastoral support. This has had a positive effect on the progress of these particular pupils. Governors evaluate the expenditure of this grant to ensure that the funding is being used effectively.
- Governors are conversant with their statutory duties for safeguarding, ensuring that staff are recruited with careful consideration.

Safeguarding

- The arrangements for safeguarding are effective.
- The school has created a safe culture to take care of its pupils and is vigilant in checking up that procedures are implemented to protect pupils. All staff understand their obligations for safeguarding and this is emphasised throughout the school's work, as well as in lessons.
- Pupils say that they feel safe and talk about how they trust the adults in school who look after them. Nearly all parents who responded to Parent View agree that the school

looks after their children well and this results in their child feeling safe in school.

- All members of staff are checked for their suitability to work with children. Accurate and up-to-date records of these checks are maintained.
- Leaders, teachers and other staff are aware of the school's procedures for safeguarding. They take appropriate action when necessary. They work with outside agencies when they have a concern and they work hard to support families in need.

Quality of teaching, learning and assessment

Good

- Teachers have high expectations for pupils' behaviour and conduct. They establish a productive working atmosphere and there are good relationships between staff and pupils and between pupils. This means that time in lessons is spent on learning and is also reflected in pupils' good attitudes.
- Teachers have developed good strategies for planning and teaching mixed-age classes. Teaching assistants are deployed effectively to support different ability groups. Teachers generally use assessment well to pitch work at the right level and this ensures that the learning needs of pupils are mostly well met.
- The teaching of reading is good. The teaching of phonics is effective and young pupils quickly learn to decode words and develop the early skills of reading. Pupils have opportunities to choose a range of books and can enjoy extra reading time through the book club set up in the library by Year 6 pupils. Older pupils review what they have read in their reading diaries and this is monitored by the class teacher; they are encouraged to read a range of genres.
- A review by leaders and the recent introduction of a new scheme for teaching mathematics have improved the quality of teaching in this subject in key stage 2. This has ensured that pupils are proficient in using and applying the basic mathematical skills. The most able pupils are presented with some challenging mathematical problems. Pupils do not always record their working out, which impedes their ability to justify their mathematical reasoning and explain their solutions.
- The teaching of mathematics in key stage 1 gives pupils plenty of opportunity to become fluent in basic mathematical skills. The most able and some pupils with the potential to achieve higher standards are not always challenged well enough to apply these skills to mathematical problems.
- The teaching of writing in key stage 1 is good. Pupils soon develop a lively style and apply a range of punctuation and grammar to their writing. They make plausible attempts at spelling using their phonics knowledge.
- The teaching of writing in key stage 2 does not always make the best use of linking pupils' learning in reading and writing so that pupils have a full understanding of various authorial styles. Pupils are taught techniques to write across a range of genres. These skills are not always well developed so that pupils write well in depth or length to achieve higher standards. Pupils do, on occasions, redraft and edit their work but the lack of rigour in doing this is not always effective in helping them make good progress or in improving their spelling skills.
- Pupils talk with enthusiasm about the topics they learn and enjoy a range of different

subjects and musical opportunities. The teaching of science has recently been improved by the purchase of scientific equipment. Pupils use the correct terminology to explain some of the experiments they have done. In other subjects, such as art, design and technology, pupils show a good grasp of what they have learned.

- The pupils with SEND are well supported by an individual learning programme and additional teaching from a teaching assistant. This support enables them to access the curriculum and achieve well alongside their peers.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to foster pupils' personal development and welfare is good.
- The school is an integral part of the local community and the needs of pupils and families are well known and support is provided where necessary.
- Pupils know how to keep themselves safe in a variety of situations. Pupils understand how to manage risk. They understand the risks of using the internet and social media.
- Pupils have a good understanding of what can constitute bullying, including bullying related to race and gender. Most parents who responded to Parent View are confident that their children are well looked after and that bullying, although rare, is dealt with well by the school. Pupils respect the school rules and know there are consequences to bad behaviour.
- The school's ethos promotes tolerance and understanding of differences. Pupils have a sound understanding of British values. Although their knowledge of different kinds of worship is limited largely to their own experience, pupils are well prepared for life in modern Britain.

Behaviour

- The behaviour of pupils is good.
- Pupils have positive attitudes to learning, they cooperate effectively with a partner or within groups when working in lessons and are keen to do well. On occasions, pupils are less confident to tackle their work independently.
- They embrace responsibility, for example on the school council. They are proud to provide entertainment to local residents or organise food distribution in a community centre.
- Pupils are courteous, well mannered and confident to engage in conversation. They listen well to adults and their peers and show respect for the views of others. They play cooperatively in the playground and move around the school in an orderly way.
- Pupils arrive in school promptly and their attendance is above the national average.

Outcomes for pupils

Good

- Throughout the school, pupils' progress in reading, writing and mathematics has improved and is now good. The small number of pupils in each year group means that each pupil's performance has a marked effect on the school's overall figures.
- The proportion of pupils achieving expected levels at the end of key stage 1 varies from year to year because of the small cohorts. Pupils' books show good achievement in writing but too few are exceeding age-related expectations in mathematics. Young pupils soon develop a neat handwriting style and set their work out neatly.
- The teaching of phonics in the early years and Year 1 is good. Over the last three years, achievement in phonics in both Year 1 and Year 2 has been consistently above the national average. The youngest pupils read with enthusiasm, sounding out words using their phonics skills and anticipating what is coming next in a story.
- Pupils' progress from key stage 1 to the end of key stage 2 is also variable, depending on the size of different cohorts. Boys in key stage 2 are particularly enthusiastic about mathematics, and many say that this is their favourite subject. Pupils in key stage 2 are now achieving well in mathematics because the work they are given is challenging. This good progress is not as evident in their writing because pupils do not always write in sufficient depth or length to achieve higher standards.
- Pupils in key stage 2 enjoy reading and read well. Books are well matched to their needs and they talk enthusiastically about what they have read, both at school and at home. They are keen to participate in a local reading competition and can discuss a text, express their views about their preferences and compare the styles of different authors.
- The few disadvantaged pupils make good progress as a result of the school's attention to supporting their learning and ensuring that they have equal opportunities to participate in out-of-school activities.
- The achievement of pupils with SEND is good because of the well-planned curriculum and the quality of teaching and support from teaching assistants.
- As a result of the quality of teaching in science, pupils' achievement in this subject is good. Subjects other than mathematics and English are linked together so that they are more relevant to the experiences of the primary-aged pupil. This means that pupils enjoy most of the topics and subjects they learn because they are taught well.

Early years provision

Good

- The leader of the early years is passionate and knowledgeable about this stage of children's learning. Despite the considerable constraints of the indoor space and limited access to the outside area, the leader manages the children's learning well. She ensures the welfare and safety of children. Transition arrangements are good, and effective work with the various pre-schools, as well as home visits, ensures that pupils are well prepared for their start in school.
- Children enter the early years with skills and knowledge which are broadly typical for their age. They quickly adapt to a mixed-age class and are happy, motivated and ready to learn. Children have good relationships with adults as well as with each other. Over time, children leaving the Reception Year have consistently achieved a good level of development. The proportion of children exceeding the early learning goals across

some of the areas of learning has been above the national average. Pupils leaving the Reception class are well equipped for key stage 1.

- The teaching of phonics is good. Children learn the basic skills of reading and apply the sounds they have learned to their spelling. Pupils use these skills to write lists and simple instructions. During the inspection, children were practising writing their names outside using chalk and taking care to form their letters correctly.
- The teaching of mathematics is focused on acquiring early number skills and children using concrete apparatus to help them move on to simple recording. They can reliably count and identify missing numbers. During the inspection, pupils confidently counted to 30 as the class teacher hid phonics cards around the school grounds, which they then found and identified the sounds.
- Children behave well, both in the classroom and the outside area. Pupils cooperate well with each other and engage in lively chatter as they work and play sharing their ideas with each other.
- Learning from the classroom is taken outside whenever possible. Children showed a good understanding of basic scientific concepts when deciding to feed the local pheasant and provide it with water, because the cold weather had frozen over its natural sources.
- The 'investigation station' is in the process of being developed to provide opportunities for children to follow up their own interests and provide more scope for independent and experimental play in the outside area. Because of the constraints of access, learning outside is often directed by an adult. However, activities for children to choose from in the classroom do not always follow up this good initial input from the adult effectively. Children's independent play, indoors and out, sometimes lacks purpose or challenge because it has not been planned in sufficient depth and linked to previous learning.

School details

Unique reference number	107659
Local authority	Kirklees
Inspection number	10059037

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	36
Appropriate authority	The governing body
Chair	Brenda Hilton
Headteacher	Andrew Williams
Telephone number	01484 687 362
Website	www.holmejischool.co.uk
Email address	head@holmejischool.co.uk
Date of previous inspection	1–2 November 2016

Information about this school

- Holme Junior and Infant School is a much smaller than average-sized primary school. The governors have appointed an interim headteacher. They are currently recruiting for the substantive post.
- The proportion of pupils supported through the pupil premium varies from year to year, but overall is much lower than the national average.
- Nearly all pupils are from White British backgrounds and very few speak English as an additional language.
- No pupils have a statement of special educational needs or an education, health and care plan.

Information about this inspection

- The inspector visited lessons in both classrooms, and some with the headteacher. In addition, she observed the teaching of small groups of pupils.
- The inspector scrutinised some pupils' work and listened to some pupils read. She spoke with a number of pupils about their views of the school and their opinions of behaviour and safety. There were 20 responses to Ofsted's pupil survey.
- The inspector held discussions with staff and governors and took into account the six responses to Ofsted's staff survey.
- The inspector considered a wide range of school documents. These included: the school's self-evaluation report, development plan, behaviour and attendance records, governing body documents and documents relating to safeguarding and the monitoring of teachers' performance.
- The inspector took into account the 28 responses of parents who submitted their views to the inspection team, as well as the same number of responses to Parent View.

Inspection team

Karen Heath, lead inspector

Ofsted Inspector

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