

Inspection of a good school: Reinwood Community Junior School

Burfitts Road, Oakes, Huddersfield, West Yorkshire HD3 4YL

Inspection dates:

5 and 6 April 2022

Outcome

Reinwood Community Junior School continues to be a good school.

What is it like to attend this school?

Pupils say that, 'everyone gives you a warm welcome at this school'. They are happy and feel safe. Pupils know that there is always an adult to speak to if they are worried.

The pupils are eager to learn and they look forward to school. They speak with confidence about what they have learned and what they are learning in their different subjects. In lessons, pupils thrive on the challenges that teachers set them. They are confident and willing to share their thoughts and ideas with their classmates.

Respect and care for each other run through everything the school offers. Staff and pupils all feel that when you are part of this school, you are part of something special: 'a friendly school that has values and wants everyone to do well'. The pastoral care the school provides is carefully matched to the needs of individual pupils. This is possible because staff know the pupils and families well.

Adults expect pupils to behave. They are not disappointed. Pupils are respectful and polite. Bullying is not something pupils worry about, because they know that it is rare and if it does happen, it is dealt with quickly.

What does the school do well and what does it need to do better?

Leaders have planned and put in place a well-organised curriculum. Curriculum plans have developed over time. Subject leaders are passionate, knowledgeable and reflective. They work with staff to ensure that the plans build on the knowledge that has gone before and prepare pupils for what is to come. Staff and pupils can see the links to previous learning. In science, pupils could recall the work done earlier on materials and apply this to their investigation into choosing the best soundproofing material. The investment in refining the curriculum and looking for ways to improve further is evident in all areas. In mathematics, leaders have worked with staff to enhance the curriculum offer to address identified gaps in knowledge following the pandemic. This has been well managed and received positively by staff and pupils.

Staff feel supported. They know that leaders value them, and in turn, they have respect for the leadership team. The high level of care evident for pupils is matched in the care and attention paid to the well-being of staff. This is something that is the way at Reinwood. Staff spoken to said, 'Leaders care for us, we care for them and we all care about each other.' The planned professional development that is offered is appreciated by staff. They feel that they are encouraged to grow and develop constantly.

Teachers connect with the pupils and bring activities to life. They use their subject knowledge to deliver the curriculum in a way that provides pupils with opportunities to explore content and develop a thirst for more. The non-fiction texts used to support learning in each classroom allow pupils to explore the subject further. Teaching staff collaborate with each other and with teaching assistants to plan, review and refine teaching. The role of teaching assistants is valued by leaders, teachers and pupils. The support they give is measured and appropriate.

Teaching staff make effective use of assessment. They are quick to respond to ongoing assessments in class to correct potential misconceptions. Teachers also use assessment to help plan the content of future lessons, so addressing gaps in learning that have been highlighted.

The leader for special educational needs and/or disabilities (SEND) works with staff to ensure that the needs of pupils with SEND are met. The information that teachers receive about individual pupils helps them to plan and deliver lessons that are accessible to all pupils.

Reinwood is a reading school. The commitment to developing a love of reading is evident in classrooms, the curriculum, corridors and in the spaces that pupils access both inside and outside during breaks and at lunchtime. The libraries in class and the book-vending machine, along with all other aspects of reading, are well managed, with texts chosen that are both appropriate and engaging. Pupils talk with passion about reading. Those pupils who need support are identified and given well-planned, bespoke support. Staff and pupils enjoy the daily guided reading sessions that allow pupils to think more deeply about what they are reading.

Pupils behave in lessons and at breaktimes. Pupils say that on the rare occasions when behaviour needs correcting, staff are quick to act and pupils respond positively. Leaders take a robust approach to collecting and interpreting accurate behaviour records. This provides staff with the detailed information needed to make sure that support given is personalised and appropriate.

Personal development is a strength of the school. The curriculum is taught in weekly lessons. Content is supported through assemblies and the wide range of activities offered beyond the taught curriculum areas. Pupils speak with enthusiasm about the trips they have been on and those they are going on in the future. Leaders carefully select these opportunities, ensuring that these link to the curriculum and widen pupils' life experiences.

Governors understand the community and the school. They have an accurate understanding of the school's strengths and priorities. The governors provide challenge and are diligent in their approach to holding leaders to account.

Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that safeguarding is a priority for every member of staff. Training is regular and well planned. As a result, staff know when and how to report concerns if they are worried about a pupil.

Designated safeguarding leads know the families and the local area well. This allows them to work well together and offer support that is considerate and informed. Record-keeping is thorough and up to date. Leaders work with external agencies to ensure that pupils and families receive the help they need to stay safe from harm.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Mathematics continues to be further embedded. Leaders are determined to build on the strong curriculum that has been in place. Leaders should continue their work on reviewing and revising the new changes to the curriculum to ensure that it has an even greater impact on addressing gaps in pupils' knowledge.

Background

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good in May 2016.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding that schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	107621
Local authority	Kirklees
Inspection number	10199754
Type of school	Junior
School category	Maintained
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	388
Appropriate authority	The governing body
Chair of governing body	Mark Castle
Headteacher	Emma Eastwood
Website	http://reinwoodjuniorschool.com
Date of previous inspection	10 and 11 May 2016, under section 5 of the Education Act 2005

Information about this school

- The school is larger than the average-sized junior school.
- The school currently uses no alternative provision.

Information about this inspection

This was the first routine inspection the school had received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders, and has taken that into account in his evaluation of the school.

- The inspector met with the headteacher, members of the senior leadership team, subject leaders, class teachers, staff, pupils, members of the governing body and a representative from the local authority.
- The inspector did deep dives into these subjects: reading, mathematics and science. For each of these subjects, he held discussions with subject leaders, visited lessons, spoke with staff and pupils and looked at pupils' work. The inspector also spoke to teachers and pupils about learning in other subjects, and explored the curriculum in computing.

- The inspector met with leaders to discuss pupils' behaviour and the wider opportunities the school provides.
- The inspector met with the designated safeguarding lead, examined school records and discussed safeguarding cases.
- The inspector considered responses to Ofsted's surveys for pupils, parents and carers, and staff.

Inspection team

Richard Jones, lead inspector

Her Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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