

Inspection of a good school: Holme Junior and Infant School

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

Inspection date:

7 February 2024

Outcome

Holme Junior and Infant School continues to be a good school.

What is it like to attend this school?

In line with the school's values, the school gives all pupils the opportunities to 'shine bright'. Pupils are polite and well-mannered to each other. They play happily together at lunchtime. Pupils trust adults to sort out small friendship issues before they become bigger issues such as bullying.

The school has high expectations of what the pupils can achieve. Children establish important foundational knowledge and skills in the early years that they then build on through the school. Children learn the basics of reading and language through clear and precise teaching. Pupils further up in school enjoy reading. They borrow books from the library and are keen to speak about their favourite authors and stories.

Pupils have plentiful opportunities to learn about the world. They visit the theatre and hear from visitors in the community. Assemblies, such as about people with autism, help pupils to understand the true meaning of respect and understanding. The school's curriculum helps older pupils to learn about important concepts such as questioning stereotypes.

Pupils behave well in lessons and around school. They are enthusiastic to learn and to help each other out. Pupils comment on how strong the relationships in school are and that they get along well with each other.

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

The school has improved much of its offer in recent times. Leaders have mapped out a clear curriculum for teachers to follow. This clarity starts from early years. The school has ensured that children in Reception achieve set milestones in each area of learning. Pupils use this knowledge as a platform for later success throughout school.

Pupils remember and can do most of what is expected of them. Teachers are adept at checking what pupils know. If teachers spot that pupils have misunderstood something,

then they give them help there and then. Teachers explain what pupils need to do clearly. Teachers also model what pupils need to do, such as how to pronounce letters in phonics or sewing stitches in textiles. While the school has identified all the content that pupils should be taught, in some subjects this is less precise. Sometimes teachers do not focus on the important knowledge that pupils need to remember.

Daily starters in mathematics or flashbacks in science help pupils to recap knowledge from the past. This enables them to remember and practise important knowledge and skills. Pupils use equipment such as counters or 2-D shapes well. They are confident to work independently in mathematics to build their understanding of important concepts. Pupils produce work of a high standard and take pride in what they have done.

Pupils enjoy reading. They get a strong start to the basics through their phonics sessions. Adults in Reception assess which sounds children know or don't know quickly. Teachers continue these regular checks as pupils progress through school. The books that pupils read help them to practise reading the sounds and words that they know. However, the transition from this early reading to building further fluency is not as smooth as it needs to be. Teachers ask some pupils to complete comprehension activities on texts that they cannot read fluently.

Pupils' learning builds to outcomes that help pupils to 'show off' what they can do. They get to demonstrate what they know and can do, such as their design technology (DT) skills in a school fashion show. Pupils with special educational needs and/or disabilities (SEND) learn alongside their peers. Their needs are quickly identified so staff know how to help them. Pupils with SEND revisit important knowledge before learning new concepts. Teachers skilfully use resources to support their specific needs.

Governors challenge leaders to make the school even better. Governors have clear roles and come to school to talk to leaders to gain more information. They have a wide range of skills to enable them to do this. Most parents and carers appreciate the improvements that the school has made. However, a small number of parents feel that their concerns are not considered carefully enough. Governors are currently reflecting on how their policies and procedures can ensure parents are listened to, while supporting the school in dealing with these concerns in a timely manner.

Attendance remains high despite some recent challenges. The school know which pupils have low attendance and the reasons for this. It provides the right balance of support and challenge to improve attendance where needed.

Leaders are considerate about the needs of staff. Not simply about their workload, but also the professional development that each person needs. The school trains staff well and then gives them time to make effective use of this training. As staff have multiple roles, the school makes sure that they support them in each of their responsibilities.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The school has not defined the knowledge that pupils need to remember in some foundation subjects precisely enough. On some occasions, teachers do not assess or revisit the most important information. Opportunities are missed to strengthen this knowledge for pupils. The school should define the most important concepts across all subjects for pupils' long term knowledge acquisition and ensure staff understand and use it.
- The transition from early reading to reading more widely is not as well-defined or effective as it needs to be. Some pupils still at the early stages of reading are not given the precise support or activities to assist them with developing their reading fluency. The school need to define this transition more clearly and ensure all staff in school are trained in early reading to support pupils throughout school

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 an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good on 16 and 17 January 2019.

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 which 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and](#)

[protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	107659
Local authority	Kirklees
Inspection number	10315538
Type of school	Primary
School category	Maintained
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	35
Appropriate authority	The governing body
Chair of governing body	James Piggott
Headteacher	Damien Bond
Website	www.holmejschool.co.uk
Dates of previous inspection	16 and 17 January 2019, under section 5 of the Education Act 2005

Information about this school

- The school does not use any alternative provision.
- The school is much smaller than the average school with two classes at the time of the inspection.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- Inspectors spoke to the headteacher, assistant headteacher, some members of the governing body and a representative from Kirklees local authority about the school's progress and actions since the last inspection.
- To evaluate the quality of education, inspectors carried out deep dives in these subjects: early reading, mathematics and DT. For each deep dive, inspectors held

discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.

- A discussion about the curriculum and a sample of pupils' work was also carried out in science and music.
- Inspectors held discussions with the school about their policy on attendance and checked on how they measure the impact on this.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors reviewed the surveys that staff and pupils completed and held conversations with small groups of pupils and staff to discuss their views of the school.
- Inspectors spoke to parents outside the school and evaluated all the responses to Ofsted's online survey: Parent View.

Inspection team

Matthew Knox, lead inspector

His Majesty's Inspector

Stephanie Ngenda

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024