

# Inspection of Holton-le-Clay Junior School

Picksley Crescent, Holton-le-Clay, Grimsby, Lincolnshire DN36 5DR

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Inspection dates: 4 and 5 June 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Previous inspection grade Good

## **What is it like to attend this school?**

Among other things, Holton-le-Clay Junior School places great importance on the development of pupils' physical and mental well-being. The school has introduced 'Wellness Wednesdays', which give pupils time to consider how to look after themselves and develop their resilience. Pupils talk with enthusiasm about their learning in relation to leading healthy lifestyles.

Staff have high expectations of pupils. In lessons, most pupils demonstrate positive attitudes to their learning. Some pupils receive additional support to help them manage their behaviour. Staff care about the pupils. They use personalised strategies to help pupils understand and manage their own emotions. Pupils feel safe in school. They know that they can talk to a trusted adult if they have any worries or concerns. The school consults with external agencies in order to ensure that pupils receive the care and guidance that they need.

The school provides pupils with opportunities to develop their leadership skills. Pupils are proud to be nominated as school council representatives. They present their ideas about how the school could be improved in front of teachers and their peers. Pupils enjoy working with Grimsby Town Football Club to participate in sporting and academic activities.

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

The school has recently improved the curriculum so that it is broad and ambitious. Teachers know what to teach and when. One of the most important changes has been the prioritisation of reading. Pupils access daily reading lessons, which support them in developing their reading skills and fluency. They enjoy these lessons. Pupils are able to talk confidently about the books that they have read. Pupils who are at risk of falling behind their peers have started to benefit from extra phonics support to help them become accurate readers.

Pupils are able to recall their learning connected to some of the subjects they study, including mathematics. Some aspects of the curriculum are new and are in the early stages of being taught. This means that, in these subjects, pupils can recall recent learning, but are not able to connect their current and previous learning.

Pupils who may require additional support with their learning are identified quickly. The school supports pupils with special educational needs and/or disabilities (SEND) well with their learning. In some subjects, teachers have adapted their lessons to ensure that all pupils are able to access the same learning. However, in some other subjects, these adaptations are less effective. This means that, at times, some pupils develop gaps in their knowledge. Some of the goals that staff set for pupils with SEND lack precision around exactly what pupils should be aiming to achieve. As a result, teachers do not always receive the exact guidance that they need to support these pupils.

The school has established clear behaviour expectations. Pupils understand these expectations and the majority of pupils live up to them. Some pupils struggle to regulate their behaviour. They are supported by staff to ensure that they have the space and resources that they need to help them to focus on their learning.

Pupils benefit from well-planned personal, social, health and economic (PSHE) lessons. These lessons support pupils in developing the skills they need to become active citizens. Pupils can talk about the British values and how they apply to life in modern Britain. They are less secure in their understanding of world faiths and cultures.

Governors understand their roles and spend time working with staff to support them in improving the school further. The school has recently had a turbulent time with a number of changes to the staff body. Some parents and carers feel that the school does not always communicate effectively. They would like more information about how decisions affecting their children's education are made. The local authority has worked closely with the school in developing aspects of the new curriculum. Staff value the work that has been undertaken to further improve the school.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

### **(Information for the school and appropriate authority)**

- In some subjects, teachers do not always adapt the curriculum sufficiently for pupils with SEND. When this happens, some pupils with SEND do not learn as much as they could and do not achieve highly. The school should continue to ensure that all staff are able to confidently adapt the curriculum to meet the needs of these pupils so that they can achieve well.
- In a few subjects, changes to the curriculum are recent and need time to embed. In these subjects, pupils are not yet able to connect their current and previous learning. The school should continue to implement the planned changes to the curriculum so that pupils can recall their learning across all subject areas.
- A notable proportion of parents have concerns about, or do not understand the reasons for, some school decisions. Some parents feel that leaders could engage with them more effectively. As a result, the school is not able to work as effectively as it could with parents to ensure that pupils have the best possible experience of school. The school should continue to develop its work to secure the confidence and understanding of parents.

## 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

<b>Unique reference number</b>	120497
<b>Local authority</b>	Lincolnshire
<b>Inspection number</b>	10324096
<b>Type of school</b>	Junior
<b>School category</b>	Maintained
<b>Age range of pupils</b>	7 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	123
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Judith Hunter
<b>Headteacher</b>	Dawne Hunt (Executive Headteacher)
<b>Website</b>	<a href="http://www.holtonleclayschools.co.uk">www.holtonleclayschools.co.uk</a>
<b>Dates of previous inspection</b>	31 October and 1 November 2018, under section 5 of the Education Act 2005

## Information about this school

- The school does not make use of any alternative provision.
- The school runs an on-site breakfast and after-school club.
- The school has recently undergone some staffing changes, including the appointment of a new deputy headteacher.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- 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 taken that into account in their evaluation of the school.
- Inspectors met with the executive headteacher and other school leaders.

- The lead inspector met with members of the governing body including the chair of governors.
- The lead inspector spoke with a representative of the local authority on the telephone.
- Inspectors carried out deep dives in reading, mathematics and art. For each deep dive, inspectors discussed the curriculum with leaders, spoke with teachers and pupils, looked at samples of pupils' work and visited lessons. They listened to some pupils reading to a familiar adult. Inspectors also reviewed the curriculums for geography and music.
- Inspectors met with groups of pupils from different year groups. They spoke with pupils informally and observed the behaviour of pupils during social times.
- To evaluate the effectiveness of safeguarding, inspectors; reviewed the single central record; took account of the views of leaders, staff, parents 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 a range of documents, including the school's self-evaluation and improvement plan, information about governance and reports of visits by the local authority. Inspectors also considered information about pupils' attendance and behaviour, as well as the wider curriculum.
- Inspectors considered the responses to Ofsted's online questionnaire, Ofsted Parent View, and the results of Ofsted's staff and pupil surveys.

### **Inspection team**

Roxanne Fearn-Davies, lead inspector      His Majesty's Inspector

Claire Stylianides      His Majesty's Inspector

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