

Inspection of New Mill Junior School

Royds Avenue, New Mill, Holmfirth, West Yorkshire HD9 1LJ

Inspection dates: 18 and 19 June 2024

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Evelyne Barrow. This school is part of Learning Accord Multi Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Elaine Watson, and overseen by a board of trustees, chaired by Gillian Hamer.

What is it like to attend this school?

This is a warm and nurturing school. The values of respect, friendship and kindness are seen throughout the school. Pupils are safe and happy here. There are extremely positive working relationships between adults and pupils. Staff know pupils well. The school helps pupils to flourish. They become well-rounded, self-assured and respectful individuals.

Pupils are exceptionally well behaved. They are courteous and polite to adults and to each other. In class, pupils pay close attention to their teachers. Pupils work extremely hard in lessons. The support pupils receive from adults enables them to manage their own behaviour and emotions. Pupils are reflective and considerate. Pupils rise to the high expectations that the school has for them. Pupils benefit from an engaging and rich curriculum. The vast majority of pupils achieve well.

Pupils have many opportunities to contribute to school life. Pupils take up a wide range of responsibilities. For example, some pupils are librarians or members of the school council. Some pupils are in the school's 'wild things' group. These pupils raise awareness of how to look after our planet. The school offers an exceptional range of clubs and opportunities. The school encourages pupils to try new things. For example, pupils compete in sporting events, perform at local theatres and participate in folk festivals. Pupils are extremely proud to represent their school.

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

The school's curriculum prepares all pupils well for life beyond New Mill Juniors. The school identifies the important knowledge that pupils need to be successful in the next stage of their education. The school maps out this key learning precisely across all subjects. Pupils build knowledge confidently and securely. The school brings the curriculum to life through memorable enrichment activities, for example visits to places of worship and workshops with writers.

Staff constantly check what pupils know and can do. Teachers skilfully identify, and address, any misunderstandings pupils may have. The school ensures pupils are secure in key subject knowledge before they move on to new learning. Opportunities within the curriculum enable pupils to revise and secure key knowledge before being ready to move on and extend their learning.

Pupils have a love of books and a thirst for reading. There is a well-stocked library and high-quality classroom book areas. Pupils practise reading with a wide selection of books. These books are carefully matched to pupils' reading knowledge. Pupils who fall behind with their reading get extra help straight away. They rapidly catch up and become fluent, confident readers.

Provision for pupils with special educational needs and/or disabilities (SEND) is a significant strength of the school. Communication between staff is highly effective.

Everyone knows their role in supporting pupils with SEND. Staff adapt learning and resources for pupils with SEND superbly. Pupils with SEND achieve very well. Pupils who require additional emotional support benefit from an individual, tailored programme.

The school's provision for pupils' personal development is rich and varied. Pupils are enthusiastic about the very broad range of activities that enrich the curriculum. These activities include, for example, cycle safety training and residential trips. The personal, social and health education programme is robust and well designed. Pupils understand the importance of equality and diversity. Pupils learn about different faiths and lifestyles. Pupils know how to stay safe and healthy.

The school ensures that pupils and parents understand the importance of attending school regularly. The school takes rigorous and consistent action to address poor attendance. This has resulted in significant improvements in attendance over time.

Staff are proud to be members of this school community. Staff value the support and development opportunities that come from the trust. Staff are confident that leaders and governors consider their workload and well-being. Staff say that leaders listen to their opinions and support them well.

Safeguarding

The arrangements for safeguarding are effective.

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	147799
Local authority	Kirklees
Inspection number	10346742
Type of school	Junior
School category	Academy converter
Age range of pupils	7 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	152
Appropriate authority	Board of trustees
Chair of trust	Gillian Hamer
Headteacher	Evelyne Barrow
Website	www.newmillschools.org.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of Learning Accord Multi Academy Trust.
- The school does not use any alternative provision.
- The current headteacher took up their post in January 2020.

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 have taken that into account in their evaluation of the school.
- The inspectors met with the executive headteacher, the assistant headteacher, the deputy headteacher and the trust's chief executive officer.
- They also met with representatives from the governing body and trustees.

- The inspector carried out deep dives in these subjects: early reading, mathematics, science and art. For each deep dive, the 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.
- The inspectors also looked at the curriculum and pupils' work from some other subjects.
- 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.
- The inspectors met with staff responsible for personal development, attendance and SEND.
- The inspectors observed the behaviour of pupils at social times.
- The inspectors considered the responses to the staff and pupil surveys. The inspector also considered the responses to Ofsted Parent View, Ofsted's online questionnaire.

Inspection team

Jane Clayton, lead inspector

Ofsted Inspector

Alison Greaves

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