

Holmfirth Junior Infant and Nursery School

Address: Cartworth Road, Holmfirth, West Yorkshire, HD9 2RG

Unique reference number (URN): 107655

Inspection report: 15 September 2026

Exceptional	
Strong standard	
Expected standard	
Needs attention	
Urgent improvement	

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- **Met:** The school has an open and positive culture of safeguarding. All legal requirements are met.
- **Not met:** The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Curriculum and teaching

Strong standard ●

School leaders have created a clear and ambitious curriculum that is specifically designed to reflect the context of the school and engage pupils. Leaders have put careful consideration into each subject area. Systematic progression builds through small steps to develop learning from the early years through to Year 6. Tiered vocabulary is linked to each area to further embed learning. There is deliberate thought about what pupils should learn, when they learn this and how. Pupils particularly enjoy making use of their local environment to enhance learning, such as blackberry picking to make crumble. Learning is celebrated across school through assemblies. This allows pupils to showcase their personal learning, as well as informing pupils about future careers linked to different subjects.

Staff are well trained and have secure subject knowledge. Leaders' expectations for consistency and high-quality teaching have developed shared approaches to modelling, assessment and guided support. This ensures that all pupils have a strong start in developing the skills of reading, writing and mathematics. Children learn phonics through a structured programme and read books that match the sounds they know. This helps them grow in confidence. Teaching is highly inclusive. Staff know pupils well and make simple, effective adjustments so pupils, regardless of barriers to their learning, complete activities with increasing independence.

Early years

Strong standard ●

Children get off to a positive start in early years. Relationships between staff and pupils are nurturing and positive. As a result, pupils feel safe and happy and have their welfare needs met. Strong partnerships with parents and carers support children to settle quickly. The curriculum is well planned and has a clear sequence of developmental steps across both the Nursery and Reception Years. Staff make adaptations to ensure that disadvantaged children and those with special educational needs and/or disabilities learn alongside their peers.

The learning environment both indoors and outdoors promotes curiosity and independence. Children show resilience and cooperation in their play. They enjoy a wide range of activities and particularly enjoy working in the class allotment, where they grow fruit and vegetables, and riding on the balance bikes. Leaders consider the purpose of each activity to maximise learning opportunities. Positive adult interactions support language development. Leaders are highly knowledgeable about early years, and staff are skilful in their teaching. This enables children to quickly secure the early skills of reading, writing and mathematics. Children are well prepared for Year 1.

Inclusion

Strong standard ●

Leaders have built a strong, inclusive culture. Their precise tracking of vulnerabilities provides a high level of detail, enabling leaders to quickly identify pupils' barriers. Leaders are driven to make sure they get it right for all pupils. They ensure that vulnerable pupils receive targeted support. Staff act on the detailed information provided in pupil profiles to create bespoke support plans. Plans support pupils who are disadvantaged, have special

educational needs and/or disabilities and those who have other barriers to learning. This enables them to access the full curriculum with increasing independence.

Staff reduce pupils' barriers through purposeful adaptations to the school environment, as well as what pupils learn, for example, altering furniture and access doors, providing sensory breaks and specific learning and speech support as well as working with parents to develop home routines. Leaders ensure that all staff are well trained and supported both within school and by wider professionals so that they can effectively meet pupil needs.

Leaders use additional funding strategically to improve pupils' learning outcomes and increase their participation in enrichment activities, for example, employing staff to teach disability PE sessions. Because of this sustained support, all pupils have a strong sense of belonging and make secure progress from their starting points.

Personal development and wellbeing

Strong standard ●

Leaders have designed a rich and engaging personal development and wellbeing programme that reflects the context of the school. Opportunities to make use of the outdoors for learning are exploited. Because of this, pupils learn a range of skills beyond the classroom, such as how to safely toast marshmallows on an open fire.

Pupils learn about staying safe. They have a clear understanding about the risks in their community, such as county lines and vaping, as well as the risks they face online. They report feeling safe in school and know there are trusted adults in school who will support them.

Pupils, from their early days in school, are taught about healthy lifestyles with a focus around 'farm to fork' to promote understanding about healthy eating as well as farming. Pupils understand how healthy eating, exercise and positive mental wellbeing contribute to good health.

Pastoral care is carefully planned through purposeful adult support. As well as this, pupil leaders are trained to provide support for each other. 'Talking Tiger' pupil leaders are available to provide advice and resolve friendship issues throughout social times.

Pupils are kind and respectful and have a clear understanding of British values. They learn about diversity, respect and responsibility. Pupils show a secure knowledge of world religions and respect for different faiths, as well as following democratic processes to vote for their school councillors. They particularly enjoy their visit to the local mosque.

A wide range of clubs and trips are on offer to enrich pupils' experiences and broaden their interests. Pupils love attending their residential where they face new challenges. They demonstrate determination and resilience, walking the 5 miles from school to the residential site. Leaders closely track engagement across all enrichment areas to make sure that all pupils, including disadvantaged pupils, benefit.

Expected standard

Achievement

Expected standard 

Leaders have a high ambition for learning, and pupils show positive learning behaviours and take pride in their work. Children benefit from a consistently positive start in the Nursery and Reception Years. Most pupils, including those with special educational needs and/or disabilities, make secure progress from their starting points across all areas of the curriculum. Disadvantaged pupils are supported effectively, and gaps in learning are quickly identified and reduced.

Pupils are well prepared for the next stage of their education. Their outcomes in national tests at the end of Year 6 in reading, writing and mathematics are broadly in line with national averages. However, these outcomes do not yet fully reflect the strength of the curriculum and the consistency of teaching that is now in place. Pupils can articulately explain what they are learning and link this to prior knowledge and wider subjects. Pupils leave school with the skills required to be successful independent learners.

Attendance and behaviour

Expected standard 

Leaders analyse attendance information carefully and implement targeted, bespoke support for families. This is having a demonstrably positive impact on attendance for many pupils. Staff are dedicated to raising attendance and celebrate pupils' success around this. Leaders and staff work with pupils and families to reduce absences. Leaders' proactive work has contributed to improved attendance. Despite this, attendance remains variable for disadvantaged pupils and those with special educational needs and/or disabilities.

Pupils behave very well, showing kindness and respect for others. They are incredibly polite and play cooperatively, providing support for each other. In their role as buddies, older pupils enjoy the responsibility of supporting younger children. Pupils show high levels of independence and collaboration in class. Incidents of bullying are rare and dealt with appropriately by staff. As a result, pupils feel safe and enjoy school. Routines are well embedded and promote a safe and calm environment across school. Leaders make effective use of playground spaces, organised games and peer mediation to support positive behaviour during social times. Adults have clear expectations for behaviour, which they role model. Pupils respond well to this. Leaders review incidents carefully and act proactively to resolve issues, working with parents, carers and other professionals when needed.

Leadership and governance

Expected standard 

Leaders and governors place pupils at the heart of their decision-making. As a result, leaders' actions have had a considerable impact on improving learning for pupils. Leaders have a clear understanding of the school's many strengths, and they know what could be even better. They have prioritised key areas for development and create clear plans of action, checking the impact of their actions carefully.

Leaders link staff training to their vision for school development. They create detailed plans that support the school priorities and development for staff as individuals. Staff value this

support from leaders. They are proud to work at the school and value leaders' consideration of their workload and wellbeing.

Governors meet their statutory duties effectively and have the appropriate training to fulfil their roles. They meet with leaders, staff and pupils regularly, giving them a detailed understanding of the school. This enables them to check the impact of leaders' actions and ask insightful questions, which provide both challenge and support. This helps the school to successfully continue its development.

Leaders work closely with professionals and wider schools to share good practice and draw on external expertise to help pupils. Their work to develop the school's inclusive provision has been particularly successful. Leaders provide a range of opportunities for communication with parents and carers so that everyone is well informed. Parents value the nurturing and welcoming ethos of the school.

What it's like to be a pupil at this school

Pupils are warmly welcomed by nurturing staff. Because of this, pupils feel safe and happy and enjoy coming to school. Pupils know they can share any worries with trusted adults. They report that bullying is extremely rare and adults deal with issues promptly when they occur.

Pupils across the school are very well behaved. They show kindness towards each other and are mindful of the needs of their peers, for example, holding doors for each other and offering helping hands such as opening snack pots. Pupils enjoy opportunities for collaboration, both in their learning and their play. They manage this with a high level of skill, demonstrating respect and understanding for others. Older pupils speak enthusiastically about their roles to support younger children. They take pride in their responsibilities as playground leaders, buddies, school councillors and mentors. They particularly enjoy organising and running the school sports day activities. This development of individuals creates a culture of respect where pupils belong and feel safe.

Pupils achieve well. Children in the early years make a strong start to their education and secure the early skills for reading, writing and mathematics. Achievement in national tests for Year 6 pupils is close to the national average. Most pupils are well equipped for the next steps in their education. Pupils take pride in their work and enjoy learning. Those who need extra support have their needs met effectively by staff who know them well.

Pupils value the wide range of enrichment opportunities available to them, such as sports, music and craft clubs. Adaptations ensure that all pupils, regardless of barriers, have an opportunity to take part. Pupils also enjoy the opportunities they have to perform for parents and carers and to share their work. Parents and carers also value these experiences.

Next steps

- Leaders should continue to embed their curriculum, ensuring consistency in teaching approaches so that pupils' achievements are reflected in above-average outcomes over time.
 - Leaders should continue to work with parents and carers to improve attendance among disadvantaged pupils and those with special educational needs and/or disabilities by identifying barriers to absence and ensuring that strategies that have a measurable impact are consistently applied to further reduce absences.
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About this inspection

The school is led by 2 co-headteachers. The chair of the board of governors in this school is Amy Creamer.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

This inspection took place on 15 and 16 September 2026.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the school headteacher, school senior leaders, governors, the school improvement advisor, school staff, parents and pupils during the inspection.

The school currently uses no alternative provision.

At the time of inspection, there were 202 pupils on role. The school's capacity is 226 pupils.

Co-headteachers: Julian Rose and Jon Warrener

Lead inspector:

Bec Yeadon, His Majesty's Inspector

Team inspectors:

Louise Greatrex, Ofsted Inspector

Emma Bellamy, Ofsted Inspector

Facts and figures used on inspection

This was the data available at the time of the full inspection, taken from [different sources](#). More recent data may have been published since the full inspection took place.



The inspector(s) used this data during the full inspection on 15 September 2026

School and pupil context

Total pupils

191

Close to average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 268

School capacity

226

Close to average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

12.57%

Below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last 6 years.

National average: 26.5%

Pupils with an education, health and care (EHC) plan

1.05%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 4.1%

Pupils with special educational needs (SEN) support

7.85%

Well below average

What does this mean?

The proportion of pupils with reported special educational needs support at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English indices of deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average	63%	61%	Close to average
2024/25 (final)	58%	62%	Close to average
2023/24 (final)	59%	61%	Close to average
2022/23 (final)	74%	60%	Above

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	72%	74%	Close to average
2024/25 (final)	70%	75%	Close to average
2023/24 (final)	65%	74%	Below
2022/23 (final)	82%	73%	Above

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	70%	72%	Close to average
2024/25 (final)	67%	72%	Close to average
2023/24 (final)	65%	72%	Below
2022/23 (final)	79%	71%	Above

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	73%	73%	Close to average
2024/25 (final)	70%	74%	Close to average
2023/24 (final)	71%	73%	Close to average
2022/23 (final)	79%	73%	Close to average

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	38%	46%	Close to average
2024/25 (final)	56%	47%	Close to average
2023/24 (final)	20%	46%	Below
2022/23 (final)	S	44%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	62%	Below

Year	This school	National average	Compared with national average
2024/25 (final)	56%	63%	Close to average
2023/24 (final)	30%	62%	Below
2022/23 (final)	S	60%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average	43%	59%	Below
2024/25 (final)	67%	59%	Close to average
2023/24 (final)	20%	58%	Below
2022/23 (final)	S	58%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average	48%	60%	Below
2024/25 (final)	67%	61%	Close to average
2023/24 (final)	30%	59%	Below
2022/23 (final)	S	59%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	38%	68%	-30 pp
2024/25 (final)	56%	69%	-14 pp
2023/24 (final)	20%	67%	-47 pp
2022/23 (final)	S	66%	S

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	80%	-37 pp
2024/25 (final)	56%	81%	-25 pp
2023/24 (final)	30%	80%	-50 pp
2022/23 (final)	S	78%	S

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	43%	78%	-35 pp
2024/25 (final)	67%	78%	-12 pp
2023/24 (final)	20%	78%	-58 pp
2022/23 (final)	S	77%	S

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average	48%	80%	-32 pp
2024/25 (final)	67%	81%	-14 pp
2023/24 (final)	30%	79%	-49 pp
2022/23 (final)	S	79%	S

‘S’ in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (3 term)	4.0%	5.2%	Below
2023/24 (3 term)	6.5%	5.5%	Above
2022/23 (3 term)	6.2%	5.9%	Close to average

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (3 term)	8.1%	13.0%	Below
2023/24 (3 term)	15.9%	14.6%	Close to average
2022/23 (3 term)	13.9%	16.2%	Close to average

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

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