



SCHOOL INSPECTION REPORT

NABBSTED

A report by Year 6!



School	Holmfirth Junior, Infant and Nursery School ("Nabb")
Inspectors	The whole of Year 6
Inspection date	September 2026
Inspection type	Very thorough

Our judgements

● Safeguarding

✓ PASS

● Inclusion

★★★★★ 5 / 5

● Curriculum & Teaching

★★★★★ 4.5 / 5

● Behaviour

★★★★☆ 4 / 5

● Early Years (EYFS)

★★★★★ 4.5 / 5

● Personal Development & Wellbeing

★★★★☆ 4 / 5

● Leadership

★★★★★ 4.5 / 5

The grown-up inspectors have been. So we asked the real experts: **the children who come here every day**. Everything inside is in their own words.

What is NABBSTED?

Our school has recently had its Ofsted inspection. While it was fresh in everyone's mind, we asked the children in Year 6 to carry out an inspection of their own, using the same big questions the inspectors ask.

They talked it through as a class and wrote up what they found. We have only corrected the odd spelling. The words, the stars and the honesty are all theirs.

1 Safeguarding

✓ PASS

"Our school makes us feel safe both physically and emotionally."

As a class, we looked at the questions relating to safety. We all agree that our school makes us feel safe both physically and emotionally.

2 Inclusion

★★★★★ 5 / 5

"Nobody judges anyone at our school."

We think our school is great because we have free will over what we wear so we can express ourselves. Nobody judges anyone at our school. If you have ADHD or dyslexia, our teachers will help you. Other pupils show around new people and everyone wants to know new pupils (including the teachers). There is equality in the school

very commonly and we think all needs are met. We think that everyone who comes to this school feels equal because nobody thinks they are better than the others and everyone knows everybody is equal in our school.

The school does recognise differences and we can be recognised by what we wear and our hair because it could be whatever we like. Lots of the time, new pupils are welcomed and happy. Pupils let other pupils join in their games and don't care if new pupils want to or don't want to, they just help them. The school helps children needing support because if they can't concentrate, they will be allowed a fidget or be allowed to move around or go somewhere quiet to help them concentrate as long as it doesn't disturb others.

3

Curriculum & Teaching

★★★★☆ 4.5 / 5

“We all remember things we learnt years ago!”

In our school, our teachers teach us well since in subjects like maths they give us a start of unit test so you can see how much we have progressed. They notice when you make a mistake and might keep you in at assembly to make sure that you are comfortable with it. We all remember things we learnt years ago!

The teachers use assessments to know how far the children have come along and help teachers know what you need to improve on. Then the teachers work on the subject you need to understand and learn.

The curriculum sometimes provides a challenge. Since people are on different levels than others you can have a harder sheet called deeper learning or extensions or star challenges on writing sheets. It is harder because some people finish work faster than others so need to be entertained but we normally have extensions.

There is a lot of focus on reading, writing and maths because we have a whole session of it every day of the week. We have a starter before maths to warm our heads up after play but in English Reading is our starter! We read at the start of the day and whenever we have the chance and we also like doing book reviews.

We have lots of different subjects that you learn inside and outside of school throughout the different year groups. We have PE twice a week and outdoor learning once every two weeks outside. Our favourite subjects are PE and art because it has different sports but especially athletics. Over the years our favourite things have been athletics in PE, The Victorians and The Titanic, Penguins and The Stone Age.

4

Behaviour

★★★★☆ 4 / 5

“Overall, we think behaviour at our school is great.”

We think there is a culture for learning because we do not talk when the teachers are talking so it means we want to listen to the teachers. Also, it is quiet during work times unless we're working as a team and we also are taught to ask lots of questions and be curious about things.

We think that most pupils are motivated and dedicated because most people work well (but some people do like to daydream and not get much done but the teacher normally notices).

We think pupils manage emotions and conflict because when there are big arguments, we have Talking Tigers (Y6 pupils who solve arguments) and teachers who also help if needed.

We think pupils show respect for each other because there is no bullying or people being mean instead they are kind and respectful to each other. Older children set good examples because they follow the rules which makes younger children want to do that too and with the jobs they do Year 6 do set good examples. Some examples are being quiet in the line, being a carrot park ranger, playing with younger kids and making sure they are following rules and being a Talking Tiger. Pupils are sometimes helped with their behaviour because if you are naughty or not doing the right thing the teacher may talk to you at playtime which stops you from doing it again because you don't want the consequence (but sometimes the teacher does not always notice if it's outside). Overall, we think behaviour at our school is great.

5

Early Years (EYFS)

★★★★☆ 4.5 / 5

“Mrs Rose gives every child a good and playful nickname!”

Does learning focus on important skills?

Yes, they focus on important things like numbers, spellings and sounds that they have learnt. They also have displays that have the things they have been learning to help them with their work.

Do staff have high quality interactions?

Yes, there are lots of interactions with pupils and staff about education. The staff read stories and play with the children. The staff clearly like the children and have good relationships because Mrs Rose gives every child a good and playful nickname!

Do pupils develop vocabulary?

We think that the children use good vocabulary for their age. They use phonics cards with pictures of words starting with that letter to learn new words. They have a word of the week by the computer and they read stories every day and with Year 6 on Wednesdays.

Do pupils develop well across all areas?

They have different learning areas like construction areas and different things around the classroom. The role play area changes every week to learn different skills and about different things in the world. They have a feelings chart and are taught about feelings. The role play areas help them learn to play and be social.

6 Personal Development & Wellbeing



4 / 5

"We are taught to be resilient, to never give up and to stand up for ourselves."

We think that our personal development and wellbeing is good because the pupils of this school are taught to be resilient, to never give up and to stand up for ourselves. We think that we are independent because we don't wear school uniforms, can work on our own and don't need teachers to sort out our fall outs that much.

We think we have a good curriculum for PSHE (personal social health education) which teaches us safety outside of school and social health but we don't have My Happy Mind anymore which was about our brain and its parts and how it worked.

We think there are opportunities for talents to show. We have after school clubs and lots of sports events (like sports hall athletics and football). We can also perform in assembly if we are musical. We would like more out of school projects for science or other subjects.

The leaders in our school always notice when you are sad or not okay. If someone is falling out they are also taught about feelings in reception and nursery. We are taught about describing and expressing our emotions.

Overall, we think the school has strong personal development and wellbeing and has very little improvement.

7

Leadership

★★★★☆ 4.5 / 5

“Our leaders are very funny and approachable.”

Our leaders are very funny and approachable. If they saw a kid upset they would find out why then help them be happy or find a friend to play with. They come and look in classrooms to make sure everyone is doing the right thing. For safety, they do fire drills and spoke to us about the dangers on the construction site and make sure we know what to do in emergencies.

They do assemblies about behaviours around school. If you do something good, Mr Rose and Mr Warrener will praise you but if you're not doing the right thing they will remind you. The older children in this school have higher expectations than the younger children and the younger children have lower ones. Mr Rose and Mr Warrener are kind, funny, sociable, interested and they keep the pupils safe.

Year 6 love doing things for the little ones. We do something called Talking Tigers. We also do reading buddies and carrot park rangers. We think this is a great idea from Mr Rose and Mr Warrener.

Leaders keep pupils safe by being approachable, watching them at breaks and lunchtimes and occasionally coming into classrooms to check-in.

What would make Nabb even better?

Every good inspection has some next steps. Year 6 said:

- “We would like more out of school projects for science or other subjects.”
- “We don’t have My Happy Mind anymore” (and they’d like it back).

Thank you, Year 6!

This report was written by the Year 6 pupils of Holmfirth Junior, Infant and Nursery School in September 2026.



NABBSTED is the children's own inspection and is not an official Ofsted report. Our official Ofsted report is on its way, and we'll share it on our website as soon as it's published.

Thinking of joining us? We'd love to show you around. Please get in touch with the school office to arrange a visit.



Holmfirth
Junior, Infant and Nursery School

