

Inspection of Holme Valley Primary School

Timberland, Bottesford, Scunthorpe, Lincolnshire DN16 3SL

Inspection dates: 29 and 30 October 2024

The quality of education **Outstanding**

Behaviour and attitudes **Outstanding**

Personal development **Outstanding**

Leadership and management **Outstanding**

Early years provision **Outstanding**

Previous inspection grade Outstanding

What is it like to attend this school?

Pupils thrive at this vibrant and welcoming school. Pupils are very happy and enjoy coming to school. The school has high ambitions for pupils' education, including pupils with special educational needs and/or disabilities (SEND). These high ambitions are realised. As a result, pupils achieve exceptionally well.

Pupils demonstrate exemplary behaviour. They are consistently polite and engage positively with each other during breaktimes. Pupils are extremely focused in lessons. When they find something difficult, they show a mature understanding that challenge is a natural part of learning. Staff help pupils to understand that mistakes can be valuable learning opportunities, helping them to build high levels of resilience.

The school is dedicated to promoting pupils' broader development. Leaders canvas pupils' interests to ensure they offer an extensive range of extra-curricular opportunities in sport and music. Pupils have valuable opportunities to develop a strong sense of responsibility. Roles such as sports ambassadors allow them to organise breaktime activities. This helps other pupils to build teamwork skills and an awareness of the importance of physical health. This makes a positive contribution to the school community.

Parents and carers are very positive about the school. Highly effective communication between the school and families supports positive relationships and helps to reinforce learning.

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

The school teaches pupils to read in highly effective ways. Pupils quickly learn the sounds that make up words. Pupils' understanding is regularly checked to identify any areas where they may need additional support. Tailored interventions promptly address gaps, ensuring pupils make steady progress through the phonics curriculum. Pupils practise reading using books that include the sounds they know. School incentives motivate pupils to read, cultivating a love for books. Pupils access high-quality, diverse texts that develop enthusiasm for reading across themes and cultures. As a result, pupils quickly become confident and fluent readers.

The school has designed an inspiring curriculum that is both broad and ambitious. Highly trained and enthusiastic teachers teach the curriculum with expertise. Classroom activities are exciting and engaging. This cultivates pupils' interest in studying. Teachers regularly check how well pupils gain and remember new knowledge. This means that any errors or misconceptions are addressed quickly. The school carefully considers how it can support pupils to develop their understanding over time. Pupils frequently revisit prior learning and make meaningful connections between subjects, reinforcing their knowledge. As a result, pupils progress extremely well through the curriculum. They are well prepared for the next stage of their education.

The school's approach to promoting pupils' personal development empowers them through a wide range of enriching opportunities. Pupils are given valuable leadership roles

that help them develop a strong sense of responsibility. Pupils discuss family diversity and show an exceptional understanding of the protected characteristics. The school supports pupils to gain a deep and clear understanding of fundamental British values. Staff help pupils to develop high levels of emotional maturity and to know why these values are important. Pupils also learn important online safety skills. They understand how to protect themselves and what to do if they have concerns.

Pupils with SEND learn the same ambitious curriculum as their peers. Where necessary, they receive additional, tailored support. Pupils with SEND make very strong gains in their learning because of the precise and purposeful teaching that they receive.

Early years is another strength of the school. Staff use their strong subject knowledge to develop a strong curriculum and create learning activities that are highly successful. Children show high levels of concentration, spending sustained periods of time on each task. As a result, children's knowledge and understanding develop rapidly. Adults prioritise clear communication and language development. They skilfully model ambitious vocabulary, which children can be heard using independently when engaging with their peers. This includes the word 'symptoms', used by children during hospital role play.

The school has very high expectations of pupils' behaviour. Pupils meet these expectations consistently well. The school has thought carefully about its approach to addressing and developing behaviour. This includes a motivating house team reward system, which reinforces expectations and supports positive relationships between pupils. The school is driven to ensure pupils attend school regularly. Attendance is consistently monitored. If attendance falls below expectations, leaders work well with families to address it quickly. As a result, attendance rates are high.

Leadership and management are extremely effective, with a clear, ambitious vision ensuring high-quality education for all. Leaders prioritise staff's professional development, tailoring training to the needs of both early career teachers and experienced staff. Staff feel very well supported with their workload and well-being. Staff feel valued. They are proud to work at this school.

Governance is a strength. Governors use their substantial expertise to provide insightful challenge and support. This successfully supports school leaders to provide pupils with the highest quality of education.

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	117811
Local authority	North Lincolnshire
Inspection number	10346314
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	419
Appropriate authority	The governing body
Chair of governing body	Arlene Meeson and Judith Moorhouse (co-chairs)
Headteacher	Rachel Stephenson
Website	www.holmevalley.n-lincs.sch.uk
Date of previous inspection	24 November 2020, under section 8 of the Education Act 2005

Information about this school

- The school has a breakfast club, overseen by the governing body.
- The school does not use any alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.

- Inspectors met with the headteacher and members of the senior leadership team.
- Inspectors met with representatives of the governing body and a representative of the local authority.
- To evaluate the effectiveness of safeguarding, 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 carried out deep dives in these subjects: reading, mathematics, art and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, listened to pupils' read, spoke to teachers, spoke to some pupils about their learning and looked at samples of their work.
- Inspectors considered the responses to Ofsted's surveys for pupils, staff and parents. This included any free-text responses in the Ofsted Parent View survey.

Inspection team

Andrew Yeomans, lead inspector	Ofsted Inspector
Rebecca Clayton	Ofsted Inspector
Jenni Machin	Ofsted Inspector

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