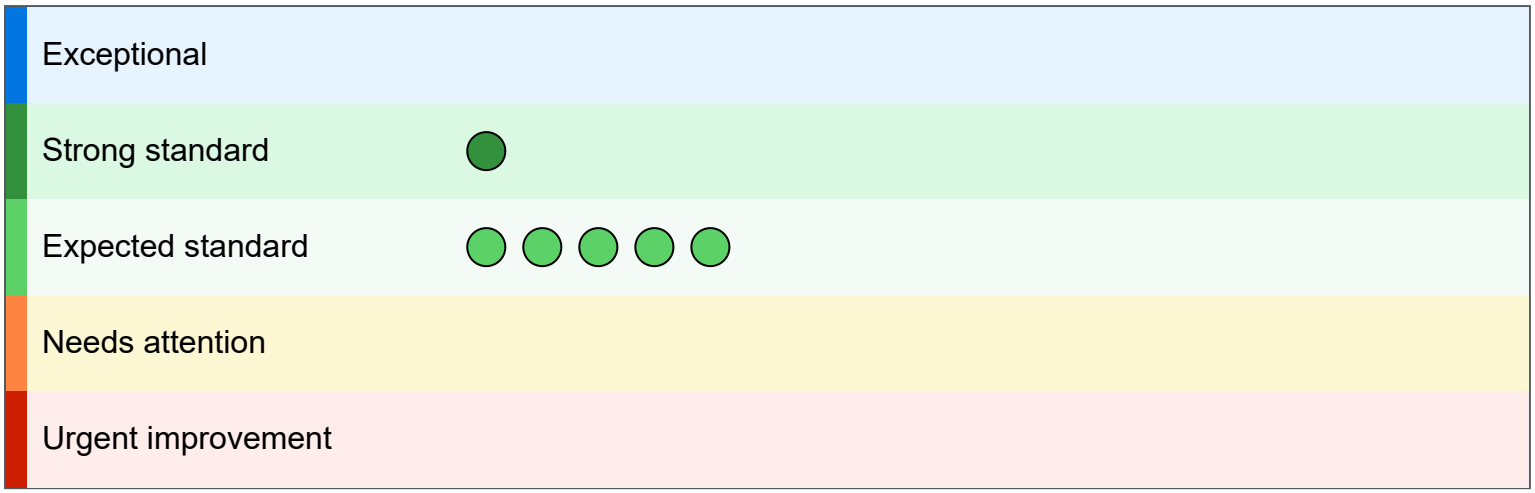
Holmer Green Junior School

Address: The Common, Holmer Green, High Wycombe, Buckinghamshire, HP15 6TD

Unique reference number (URN): 110300

Inspection report: 20 October 2026



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

Attendance and behaviour

Strong standard

Leaders promote high attendance consistently. They analyse attendance information closely and identify emerging patterns quickly. Staff act promptly when attendance begins to fall and work closely with families and external agencies to understand and remove barriers. Leaders combine personalised support with appropriate challenge and formal action when needed. Their persistent approach has secured consistently high attendance and improved punctuality. It also has a positive impact on pupils who face barriers to attending regularly. As a result, the large majority of pupils attend regularly and benefit fully from school life.

Leaders have created a calm, positive and purposeful culture where pupils behave consistently well. Staff establish clear routines and maintain high expectations throughout the school day. Pupils respond positively and show respect towards adults and one another. They behave well at social times and interact positively across year groups. In lessons, pupils concentrate well, engage positively and rarely experience disruption to their learning. Staff adapt support effectively when individual pupils need additional help to meet the school's expectations. Bullying, discrimination and prejudiced behaviour are very rare. Pupils trust staff to deal with any concerns quickly and effectively. Positive behaviour and respectful relationships contribute strongly to pupils' sense of belonging.

Expected standard

Achievement

Expected standard

Pupils generally achieve well and make progress from their starting points. They develop the foundational knowledge and skills they need in reading, writing and, increasingly, mathematics. Where pupils have gaps in their knowledge, staff identify these and provide additional support. This is particularly effective in early reading. For example, pupils who did not previously meet the expected standard in phonics are now largely reading fluently and use their phonics knowledge effectively to read unfamiliar words.

Pupils' attainment in national assessments is typically in line with national expectations. Achievement in the multiplication tables check is not as strong as in other national assessments. Leaders have started to strengthen pupils' fluency and address gaps in mathematical knowledge, but this work is not yet embedded consistently enough. Across the curriculum, pupils generally remember important learning and build their knowledge and skills over time. They write well and increasingly make connections between current and previous learning. Leaders' focus on foundational skills is strengthening pupils' handwriting.

Disadvantaged pupils, pupils with special educational needs and/or disabilities and those facing other barriers to learning generally make appropriate progress from their starting points. They develop the knowledge and skills they need and are well prepared for their next stage of education.

Curriculum and teaching

Expected standard

Leaders have designed an ambitious and well-planned curriculum. They have identified the important knowledge and skills pupils need to learn and the order in which they should learn them. Leaders have strengthened key aspects of the curriculum, including early reading and mathematics. They prioritise the foundations pupils need when they join in Year 3. Staff identify pupils' gaps in phonics, reading and writing and provide additional teaching and practice where needed. This helps pupils to catch up and access the wider curriculum. In mathematics, leaders have introduced approaches to strengthen pupils' fluency and address gaps in knowledge. These approaches are becoming established, although leaders have not yet embedded them consistently enough to ensure that all pupils build securely on prior learning.

Teachers have secure subject knowledge and generally teach the curriculum well. They explain and model new learning clearly. Teachers use questioning and discussion to check what pupils understand. Leaders have strengthened subjects such as science, art and design, and technology. As these approaches become more established, pupils are increasingly building and connecting their knowledge over time.

Teachers know pupils' needs and generally make appropriate adaptations to help them learn successfully. However, teachers do not consistently match these adaptations closely enough to pupils' different starting points. As a result, some pupils, particularly those who are ready, do not move on to more challenging learning quickly enough.

Inclusion

Expected standard

Leaders have established an inclusive culture in which staff know pupils and their individual needs well. Secure transition arrangements when pupils join in Year 3 help leaders identify additional needs promptly and put appropriate support in place. Leaders have high expectations for pupils with special educational needs and/or disabilities (SEND), disadvantaged pupils and other pupils who face barriers to their learning. They work closely with parents and carers to understand pupils' needs and generally provide appropriate support, including for pupils' increasing social and emotional needs.

Leaders use an established graduated approach to assess and review pupils' needs. Support plans generally set out pupils' needs and the support they receive. Leaders increasingly seek pupils' and parents' views when reviewing provision. Pupils with SEND generally receive effective support that reduces barriers to learning and helps them develop independence. However, staff do not consistently put in place the support and adaptations that have been identified for some pupils. As a result, some pupils' barriers to learning are not reduced as effectively as they could be.

Leaders identify and monitor disadvantaged pupils carefully. They use pupil premium funding to reduce barriers and enhance pupils' experiences. This enables disadvantaged pupils to benefit from enrichment opportunities and participate fully in wider school life.

Leadership and governance

Expected standard

Leaders have a secure understanding of the school's context and identify the right priorities for improvement. Their actions have a positive impact on important aspects of the school's work. For example, leaders have strengthened the wider curriculum and improved aspects of the core curriculum, including mathematics. They recognise where practice and outcomes are not yet consistently secure and remain focused on these areas. This includes ensuring that the curriculum consistently meets the needs of all pupils.

Professional development is well aligned with the school's improvement priorities. Leaders provide relevant training and support that help staff to develop their expertise and implement the curriculum more consistently. Teachers who are new to the profession feel well supported.

Governance is effective. Governors fulfil their statutory responsibilities and have an accurate understanding of the school's strengths and priorities for improvement. They use a range of information, including performance information, monitoring and stakeholder views, to triangulate what leaders tell them. This enables them to provide appropriate support and challenge and hold leaders to account for continued improvement.

Leaders and governors have established positive relationships with the school community. Staff typically feel well supported and value leaders' consideration of their workload and wellbeing. Parents are generally positive about the care, support and education their children receive.

Personal development and wellbeing

Expected standard

Leaders provide an effective programme that supports pupils' wider development and wellbeing. They know what works well and where they want to improve further. Pupils make meaningful links between the school's values and British values. They understand how these help them to become respectful and responsible citizens. Learning about famous people from across the world helps pupils explore qualities such as empathy, respect and courage. This also helps them appreciate the lives and experiences of people who may be different from themselves. Leaders continue to adapt the programme to reflect pupils' needs and the school's context.

Pupils develop secure knowledge about how to stay safe and healthy. They talk confidently about keeping themselves safe, both online and offline. They understand healthy relationships and know how to look after their physical and mental health. Pupils also understand how their bodies change as they grow. They can explain the difference between bullying and friendship difficulties and are confident that staff will help them if needed.

Pupils benefit from a wide range of experiences that broaden their horizons. Trips, residential visits, sport and links with the local community give pupils opportunities to develop their interests and learn about the world beyond school. Pupils also learn about the world of work and support charities, including through the Year 6 WaterAid project. A wide range of clubs helps pupils develop their talents and interests. Pupil leadership is a particular strength. Pupils take on responsibilities with pride and value having a voice in school life.

Leaders are strengthening how they check the impact of this work. They listen to pupils' views and are developing how they check what pupils know and remember. Leaders are also improving how they track who takes part in clubs and other activities, particularly disadvantaged and vulnerable pupils. This will help leaders make sure that all pupils benefit from the opportunities the school provides.

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

Pupils feel proud to be part of the school community, where staff make them feel welcomed and valued. Positive relationships characterise life at Holmer Green Junior School. Pupils speak warmly about their school and enjoy spending time together. They value the friendships they form and play happily and respectfully together at social times. Pupils enjoy coming to school, attend regularly and feel safe. They behave well and show respect towards adults and one another. Bullying is very rare, and pupils trust adults to listen to them and help if they have a worry or concern.

Pupils enjoy their learning and typically engage well in lessons. The school provides a broad curriculum through which pupils develop the knowledge and skills they need to achieve well. Leaders place a clear focus on preparing pupils for the next stage of their education and for life beyond school. A range of experiences helps to bring pupils' learning to life and deepen their understanding. For example, visits to an interactive rainforest attraction enrich pupils' learning in geography, while residential visits give them opportunities to develop their independence and confidence.

Pupils benefit from a positive range of opportunities beyond lessons, including clubs that help them to develop their interests and talents. Pupil leadership is a particular strength. Pupils value the many opportunities they have to take responsibility and contribute to school life. Through these roles, they develop confidence and understand how they can make a positive contribution to their school community. Pupils understand the school's values and what it means to be a good citizen.

Pupils also think about the needs of others and recognise their responsibilities beyond the school. Pupil enterprise gives pupils opportunities to take responsibility and work together. Through this, they develop confidence, teamwork and an understanding of how they can help others.

Next steps

- Leaders should ensure that staff adapt teaching consistently well to meet pupils' needs so that all pupils build on what they know and achieve well.
- Leaders should continue to strengthen teaching so that pupils recall and use important number facts confidently and tackle increasingly complex mathematical learning successfully.

About this inspection

The chair of the board of governors in this school is David Eteen.

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

The inspection took place on 20 and 21 October 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 governors, including the chair of governors, the headteacher, senior leaders and staff during the inspection. Inspectors also spoke to a representative of the local authority and spoke with pupils and parents and carers.

The inspectors confirmed the following information about the school:

The school currently uses no alternative provision.

Headteacher: Robin Cusdin

Lead inspector:
Lorraine Greco, His Majesty's Inspector

Team inspectors:
Darren Aisthorpe, Ofsted Inspector
Anneka Fisher, His Majesty's 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 20 October 2026

School and pupil context

Total pupils

250
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

256
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)

9.20%
Well 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

4.40%
Close to 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

14.80%
Close to 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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	70%	62%	Close to average
2023/24 (final)	63%	61%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	75%	Close to average
2023/24 (final)	81%	74%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	78%	72%	Close to average
2023/24 (final)	76%	72%	Close to average

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	R	R	R
2025/26 (provisional)	R	R	R

Year	This school	National average	Compared with national average
2024/25 (final)	75%	74%	Close to average
2023/24 (final)	75%	73%	Close to average

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	47%	Close to average
2023/24 (final)	S	46%	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	R	R	R

Year	This school	National average	Compared with national average
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	63%	Close to average
2023/24 (final)	S	62%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	59%	Below
2023/24 (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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	61%	Close to average
2023/24 (final)	S	59%	S

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‘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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	69%	-26 pp
2023/24 (final)	S	67%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	71%	81%	-9 pp
2023/24 (final)	S	80%	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	R	R	R
2025/26 (provisional)	R	R	R
2024/25 (final)	43%	78%	-35 pp
2023/24 (final)	S	78%	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	R	R	R

Year	This school	National non-disadvantaged score	School disadvantage gap
2025/26 (provisional)	R	R	R
2024/25 (final)	57%	81%	-23 pp
2023/24 (final)	S	79%	S

The Key Stage 2 data we used for this inspection has not yet been published; therefore, we have not provided it alongside this school's report card. ‘R’ in the table indicates that the data is not yet available. We will update the table when the Department for Education publishes the data for the latest academic year.

‘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
2025/26 (1 term)	4.6%	5.1%	Close to average
2024/25 (3 term)	4.2%	5.2%	Below
2023/24 (3 term)	4.2%	5.5%	Below

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
2025/26 (1 term)	8.9%	14.4%	Below

Year	This school	National average	Compared with national average
2024/25 (3 term)	6.3%	13.0%	Below
2023/24 (3 term)	9.0%	14.6%	Below

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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