

# Holybrook Primary School

## Inspection report

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<b>Unique Reference Number</b>	132184
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	360389
<b>Inspection dates</b>	23–24 March 2011
<b>Reporting inspector</b>	Michael Hewlett

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	234
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Neville Cox
<b>Headteacher</b>	Mr David Jones
<b>Date of previous school inspection</b>	27 September 2007
<b>School address</b>	Rillington Mead Greengates, Bradford West Yorkshire BD10 0EF
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<b>Email address</b>	office@holybrook.bradford.sch.uk

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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons and observed 10 teachers. Inspectors held meetings with members of the governing body, staff, parents and carers, and talked with pupils. They observed the school's work and looked at the school's self-evaluation, improvement plans, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined 66 questionnaires from parents and carers as well as those from staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- To what degree have recent initiatives been effective in improving pupils' progress in speaking, listening and writing?
- How well does teaching consistently address the needs of all groups of pupils?
- How effective are the reportedly strong aspects of the school, such as the partnership with the Federation, in promoting learning and well-being?
- To what degree do leaders have an accurate view of the school's performance?

## Information about the school

This school is smaller than the average-sized primary school. Most pupils are White British. A few are from minority ethnic groups and have English as an additional language. The proportion of pupils known to be eligible for free school meals is almost three times the national average. Double the average number of pupils have special educational needs and/or disabilities. The school achieved Healthy School status in 2009. It is part of a 'hard federation' with another nearby primary school. The federation headteacher has overall strategic responsibility for both schools, while a head of school oversees the day-to-day organisation of Holybrook.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?****2****The school's capacity for sustained improvement****2**

## Main findings

Holybrook Primary is a good school. Key to its success is the good leadership of the federation headteacher and other leaders who have concentrated on the right priorities to move the school forward. They have focused on raising attainment by improving the quality of teaching and learning and encouraging pupils to attend more regularly. Parents and carers comment positively on how happy their children are in school because of the good levels of care and support they receive.

Most children begin school with skills levels which are low. They make good progress in the Early Years Foundation Stage because of the high priority adults give to improving children's literacy skills as well as their personal and social development. By the end of Key Stage 2, pupils' attainment in English and mathematics is broadly average, which represents good progress from their starting points. Pupils' current work and the school's detailed tracking systems confirm this view. Those pupils with special educational needs and/or disabilities and those who are potentially vulnerable make similarly good rates of progress. However, pupils' attainment still fluctuates from year to year in both English and mathematics.

A strong feature of the school's work is its excellent partnerships, especially those within the federation. Pupils have positive attitudes to learning, their behaviour is good and they have a good understanding of the importance of leading a healthy lifestyle. They say they feel safe. Pupils have an influential voice in the school and have many opportunities to share their views. For example, the regular meetings held between school council members and midday staff 'help us get things sorted out', as one pupil commented. Good teaching and an exciting curriculum allow pupils to develop their individual strengths. While most of the teaching is good, in some of the satisfactory lessons, the pace of learning is too slow and so pupils do not make as much progress as they could. Historically, pupils' attendance levels have been low and this has had a negative effect on attainment and progress. However, attendance levels are improving rapidly.

Key to the improvement in pupils' achievement and attendance is the school's self-evaluation, which is accurate and honest in its judgements. School leaders have recognised the weaknesses in provision and have introduced strategies to address them. They can show how the strategies are having an impact. This demonstrates the school's good capacity for sustained improvement. The supportive governing body is routinely involved in school life and helps set the strategic direction. It monitors the school's performance rigorously.

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## What does the school need to do to improve further?

- Raise attainment in English and mathematics by improving the quality of teaching and learning to good or better by:
  - ensuring that all teachers plan lessons so that pupils of all levels of ability are challenged appropriately and that the pace of pupils' learning remains brisk throughout lessons
  - providing both oral and written feedback to pupils consistently so that they understand what they need to do to improve.
- Raise pupils' levels of attendance further by:
  - providing a greater range of incentives and rewards for more-regular and improved attendance that appeal to parents, carers and pupils
  - increasing parents' and carers' understanding of the importance of regular attendance
  - focusing greater attention on those pupils who are persistently absent.

## Outcomes for individuals and groups of pupils

**2**

Pupils told inspectors how much they enjoy school and evidence from classrooms shows their enjoyment of learning clearly. Their achievement is good. 'Teachers make us work hard but our lessons are interesting and that's how you learn' was a comment that summed up pupils' views. In all lessons observed by inspectors, behaviour was good. Pupils show good levels of concentration and consequently make good progress in their learning. Progress in speaking, listening and writing has been particularly marked because the school has introduced a good range of strategies. Pupils' confidence in speaking has increased and their writing skills have improved because they are given more opportunities to practise their writing in other curriculum areas.

Support for the different groups of pupils represented in the school, including those learning English as an additional language and those with special educational needs and/or disabilities, is effective and well organised, resulting in pupils achieving well. These pupils benefit from purposeful and often practical activities with the guidance of knowledgeable support staff and teachers. The school's focus on targeted intervention for the high number of pupils with additional needs is paying dividends, as attainment continues to rise.

Pupils have a good understanding of how to live healthily and they feel safe. They participate enthusiastically in the many clubs and sporting activities that are available. Spiritual, moral, social and cultural development is good and pupils think about the needs of others as well as themselves. Throughout the school, there are images of positive role models who pupils can relate to. The impact can be illustrated by the way in which the pupils talk proudly of ex-pupils who have achieved success.

Pupils make a good contribution to the school and wider community. For example, they are keen to become involved in local issues such as persuading the council to name streets after Bradford footballers who died in warfare. The ability of pupils to apply the key skills of oracy, literacy, numeracy and information and communication technology across the curriculum in a range of different ways is good. While attendance is low, the school

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has made good progress in this area, with attendance levels rising quickly over the last year. However, there is a small group of pupils who are still persistently absent and this affects the school's overall attendance levels.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>2</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	4
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

**How effective is the provision?**

Overall, teaching is good. In the best lessons, teachers set out clearly what they expect pupils to achieve and, through skilled questioning, assess pupils' progress towards meeting these objectives. Also, they move pupils' learning on at a rapid pace. For example, during a very successful mathematics lesson with Year 6 pupils, there was a sense of urgency and challenge for each of the different groups represented in the class. The feedback each pupil received from the teacher, both during the lesson and in their books after the task was completed, was exemplary. It left them in no doubt about what they needed to do to improve further. However, inconsistencies in approach and the level of expectation remain, resulting in slower progress for some pupils. In less successful lessons, teachers do not plan well enough to make sure that pupils are learning at a good pace throughout the lesson. For example, too much time is spent on the teacher's input, questioning does not check on pupils' understanding well enough and the marking fails to show how pupils can improve their work.

The curriculum is planned well to match pupils' interests and abilities. Pupils make the most of the many opportunities they are given to join in sporting, social and artistic

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activities. The move towards practically based 'theme days' has impacted positively on pupils' work and demonstrates the benefit of partnership-working. For example, 'World Peace Day' was remembered across both schools in the federation, resulting in a shared approach and pupils in both schools appreciating the need to work in harmony alongside children they meet rarely. There are numerous opportunities for enrichment activities both in and out of school, with residential visits and after-school clubs all well supported.

Staff supervise pupils well to ensure their safety. They know them as individuals and offer them high-quality support that is tailored well to their needs. For example, potentially vulnerable pupils are identified early and, where appropriate, offered one-to-one support. There are many examples where this has resulted in both improved behaviour and better progress. Strong home-school links fostered by school leaders and the home-school liaison worker make a significant contribution to improved behaviour and attendance levels. A focus on raising attendance levels has been successful, but more incentives need to be found to encourage parents, carers and pupils to take on the school's strong message that attendance is important. Also, the school needs to focus more attention on those pupils who are persistently absent, as well as persuading parents and carers that regular school attendance must be a priority for their children. Excellent partnerships with outside agencies and impressive transition arrangements enable pupils to settle into school quickly and then, when the time comes, move confidently to the next stage of their education.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>2</b>
Taking into account: The use of assessment to support learning	2
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

## How effective are leadership and management?

Good leadership has been instrumental in providing clear direction and improvement. This has resulted in rising levels of attainment and attendance as well as improvements in the quality of teaching. Importantly, there is a shared vision and a recognition that more needs to be done. School leaders have established rigorous monitoring of teaching and learning, the results being shared with all staff, who feel their work is valued and supported. The positive ethos established in the school is one that, successfully, promotes equality for all and tackles any discrimination. This is evident in the many aspects of support for different groups of pupils, such as the additional interventions for those with language, number or behavioural difficulties. The school leadership ensures that the personal and educational needs of those with additional needs are a priority.

The governing body exerts a strong influence in determining the strategic direction of the school and makes sure that all statutory requirements are met. It is supportive of, but also challenges, the school's work. The school's procedures for safeguarding are good. It ensures that staff are recruited and vetted suitably and that the required policies and

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procedures are in place. The school's curriculum, through its topics and themes, provides well-judged opportunities to remind children of their role in keeping themselves safe. Partnership activities are excellent and are a strength of the school. Guided by an inspirational federation headteacher, the school's role in working with another school within a federation has brought impressive benefits to both through shared expertise, better training opportunities and a commitment to improvement. Parents and carers say how pleased they are with the school and how welcome they are made to feel. They are confident that any concerns raised will be dealt with promptly and fairly. The school makes a good contribution to community cohesion. As a result, pupils' involvement within the local community is very strong. This has been extended to provide them with first-hand experiences of meeting pupils and adults in other schools who are from different religious and cultural communities in Bradford and beyond.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>2</b>
Taking into account: The leadership and management of teaching and learning	2
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>2</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>1</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>2</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>2</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>2</b>

## Early Years Foundation Stage

Children make good progress towards the early learning goals from a low starting point when they arrive in the Nursery. They settle quickly into a safe, secure and welcoming environment. This is the result of good teaching and staff who provide children with challenging and exciting activities. When children move to Year 1, they are generally working below age-related skills levels in all the areas of learning. Nevertheless, they have made impressive strides in their language skills and in their personal and social development. This is because there is a strong emphasis on providing regular opportunities for children to discuss what they are doing and they are given clear boundaries and expectations. Children's behaviour is good. They play together happily and they have warm, friendly relationships with adults and with each other. Importantly, they are motivated to enjoy learning by being given tasks that they enjoy and that keep them actively involved. For example, in one group, children helped to recreate the story of Jack



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and the Beanstalk. This involved rolling play dough in the shape of the branches, leaves and the golden eggs. Children shared their knowledge confidently with adults, explaining 'These aren't real you know, we're just pretending'.

Leadership of the Early Years Foundation Stage is good and it has introduced a varied curriculum that has imaginative play and children's interests at its heart. Children's welfare and progress are monitored carefully and all aspects of safeguarding are in place.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Around a third of parents and carers returned the inspection questionnaire, which is in line with the average response. The vast majority of those who responded are highly satisfied with the school. This feedback reflects the information gathered by the school from its own surveys. Typically, they comment very positively about the quality of care and the overall provision in the school. Many positive comments were also received by inspectors about how caring the school is and how much their children enjoyed school. Within the small number of negative comments received, there was no underlying pattern. In their questionnaire responses a few parents and carers signalled concerns over how the school manages unacceptable behaviour and how it responds to suggestions or concerns. During the inspection, inspectors scrutinised the school's procedures with regard to these two areas. Discussions were also held with pupils. Inspectors' conclusions are contained in the body of this report.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Holybrook Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 66 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	40	61	23	35	3	5	0	0
The school keeps my child safe	36	55	29	44	0	0	1	2
My school informs me about my child's progress	23	35	39	59	2	3	0	0
My child is making enough progress at this school	27	41	33	50	4	6	1	2
The teaching is good at this school	25	38	37	56	3	5	0	0
The school helps me to support my child's learning	21	32	41	62	2	3	1	2
The school helps my child to have a healthy lifestyle	23	35	39	59	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	25	38	32	48	3	5	0	0
The school meets my child's particular needs	27	41	34	52	2	3	1	2
The school deals effectively with unacceptable behaviour	27	41	28	42	7	11	3	5
The school takes account of my suggestions and concerns	24	36	32	48	8	12	0	0
The school is led and managed effectively	27	41	36	55	2	3	0	0
Overall, I am happy with my child's experience at this school	29	44	32	48	3	5	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"> <li>■ The school's capacity for sustained improvement.</li> <li>■ Outcomes for individuals and groups of pupils.</li> <li>■ The quality of teaching.</li> <li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li> <li>■ The effectiveness of care, guidance and support.</li> </ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



24 March 2011

Dear Pupils

**Inspection of Holybrook Primary School, Bradford, BD10 0EF**

Thank you for the welcome you gave to me and the other inspectors when we visited your school recently. We enjoyed our visit. You were eager to talk to us and tell us how much you like your school. This helped us to find out about the school and how well it is doing.

Your school is providing you with a good education. You told us you feel safe when you are in school. We saw that you enjoy learning. We were impressed by your good behaviour and how much you knew about staying healthy. You try your best in all the things that you do. This is helping you to make good progress in your learning. All the adults take good care of you. They all want the best for you. Teachers work hard to find things that interest you and help you to learn.

We have asked the school to improve two things. Firstly, we want to see you getting even better results in English and mathematics. We are asking your teachers to make sure you know what you need to do to improve in these subjects. Secondly, we want the adults to ensure that attendance rates rise. You can help by coming to school as often as possible and carry on trying hard with all your work.

Best wishes in the future,

Yours sincerely

Michael Hewlett

Lead inspector

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