

Holycroft Primary School

Victoria Road, Keighley, West Yorkshire, BD21 1JF

Inspection dates 4–5 June 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Achievement is good. Pupils enjoy learning and make good progress from their individual starting points over time. Work is well presented using an extremely neat, legible style of handwriting.
- The school provides effective support for all groups of pupils, including those eligible for the pupil premium, which enables them to achieve well.
- The quality of teaching is good and sometimes outstanding. Teachers plan interesting lessons that engage pupils.
- Behaviour is good. Pupils are keen to learn and enjoy school. They feel safe and have confidence in staff to help them with any problems they may have. Attendance is above average.
- An effective and stimulating Early Years Foundation Stage ensures children make a good start to school and become confident, inquisitive learners.
- Senior leaders took decisive and successful action to raise achievement following the dip in Year 6 results in mathematics in 2013. Teaching and achievement are improving as a result.
- Governors are knowledgeable about the school and offer good levels of challenge to senior leaders to bring about improvements.
- Leaders promote spiritual, moral, social and cultural development well. All pupils work well together and show good levels of respect to adults and each other.

It is not yet an outstanding school because

- The rate of progress in mathematics is not as good as that of reading and writing because there is not always enough challenge in lessons.
- Mathematics is not yet fully promoted across the subjects.
- Adults do not always check pupils' understanding during lessons or make use of on-going assessment to ensure work is always matched to needs.
- Girls are sometimes reluctant to answer questions so gaps in their learning are not always picked up.

Information about this inspection

- Inspectors visited 22 lessons or parts of lessons, three of which were jointly observed with senior leaders. They looked at a range of pupils' work and heard a number of pupils from Years 2 and 6 read.
- Meetings took place with the headteacher, senior leaders, staff, groups of pupils, members of the governing body and a representative from the local authority.
- Inspectors looked at a range of documentation, including the school's data on pupils' progress, and records relating to pupils' behaviour, attendance and safeguarding.
- Inspectors observed morning playtime and lunch breaks, and attended one assembly. Displays around school and in classrooms were also examined.
- Inspectors were unable to take into account responses to the online questionnaire (Parent View) as there were too few to register. However, inspectors did chat informally with a small number of parents and looked at replies to the school's own survey of parents' views. The views of staff and pupils were also considered.

Inspection team

Christine Millett, Lead inspector	Additional Inspector
Robert Pye	Additional Inspector
Mary Lanovy-Taylor	Additional Inspector

Full report

Information about this school

- Holycroft is larger than the average-sized primary school.
- The majority of pupils are of Bangladeshi or Pakistani heritage.
- The proportion of pupils who speak English as an additional language is well above the national average.
- The proportion of pupils known to be eligible for the pupil premium funding is well above that found nationally. The pupil premium is additional funding for those pupils known to be eligible for free school meals and those children who are looked after by the local authority.
- The proportion of pupils supported through school action is above the national average as is the proportion supported at school action plus or through a statement of special educational needs.
- The proportion of pupils who start and leave the school at different times during the year is above average and increasing.
- In 2013, the school did not meet the government's current floor standards, which set out the minimum expectations for pupils' attainment and progress by the end of Year 6.
- Since the previous inspection there have been a number of changes in staff including the appointment of the deputy headteacher.
- The school is part of the Keighley Learning Hub and Local Achievement Partnership.

What does the school need to do to improve further?

- Accelerate further the rate of progress in mathematics in all year groups so that it matches that of reading and writing by:
 - ensuring there is sufficient level of challenge for all pupils relative to their starting points
 - developing numeracy across the range of subjects taught from the Nursery class to Year 6
 - checking pupils' understanding throughout lessons, particularly that of the girls
 - ensuring that assessment information is used to plan work that closely matches pupils' differing needs.

Inspection judgements

The achievement of pupils is good

- From their individual starting points pupils make good progress overall during their time in school.
- Children enter the Nursery class with skills and knowledge that are extremely low, being well below those typical for their age, particularly in communication, language and skills with numbers. A wide range of resources, good teaching and well-established routines in the Early Years Foundation Stage mean that children settle quickly and enjoy learning. They make good progress and by the time they join Year 1 they are starting to make up ground.
- The proportion of pupils reaching the required standard in the Year 1 national reading check is below the national average. However, many pupils have caught up by the end of Year 2.
- Good levels of progress continue in Key Stage 1 as pupils continue to catch up. Even so, by the end of Year 2, standards are still below those expected in reading, writing and mathematics. Most recent assessments in Year 2 show that standards are improving, particularly in mathematics and a higher proportion of pupils are reaching the highest levels in reading, writing and mathematics.
- In recent years progress across Key Stage 2 has been good. However, in 2013 the school did not meet the government's floor targets. The levels of progress and attainment at the end of Year 6 were below minimum expectations in reading, writing and mathematics. The achievement of these pupils was particularly low in mathematics and girls did not perform as well as boys.
- Senior leaders identified clearly the reasons for the untypically low results. The school policy for the teaching of mathematics has been reviewed and, as a result, the most recent assessments of pupils' work show that, from their starting points, all pupils in school are achieving well, particularly those who have been in school since the end of Year 2.
- Work in pupils' books, in all year groups, demonstrates the good progress that has been made from the start of the year.
- The high proportion of pupils known to be eligible for pupil premium also achieve well. School data that tracks their attainment and progress show that they make significant gains and have outperformed the non-eligible pupils, because of the effective use of pupil premium funding to provide additional support and equipment in order to address weaknesses in learning. Attainment in reading, writing and mathematics of those pupils known to be eligible for free school meals is higher than their non-eligible classmates.
- Disabled pupils and those who have special educational needs achieve equally well. They make good progress due to rigorous checking of progress and good teaching by well-qualified adults who understand pupils' needs well.
- Those pupils who speak English as an additional language make good progress. Those who are new to English make rapid progress because of good quality one-to-one or group support from bi-lingual adults.
- The most able pupils make good, often outstanding, progress throughout school too. The level of progress being made by all groups of pupils illustrates how effective the school is in promoting equality of opportunity for all.
- Pupils enjoy reading and do so regularly, making frequent use of the school library. They read with expression and understanding. Pupils are able to use their knowledge of letters and sounds to work out unfamiliar words, and older pupils are able to self-correct.

The quality of teaching is good

- The quality of teaching across the school is good and sometimes outstanding. Work is usually well planned to meet the needs of pupils and help them learn. However, not all teachers make full use of assessments to inform their planning, which means that, sometimes, work lacks challenge and is not pushing pupils towards the next level.

- Pupils' skills in writing are strongest. This is because there has been a sustained emphasis on writing and pupils are working in language-rich environments. Good writing is celebrated from the very start and joined-up handwriting begins in the Nursery class. One child in Reception wrote, 'Tomorrow we are going to Tropical World. We will see mini beasts.' This was neatly written and spelt almost perfectly as she had made excellent use of her knowledge of letters and sounds. Children have many opportunities to write but fewer for practising number. This is also the case in other parts of the school.
- Relationships within lessons are good. Teachers work well to develop pupils' social and emotional learning as well as the academic. As a result pupils join in with class activities with enthusiasm and confidence, and newcomers are made to feel welcome.
- Pupils are used to discussing their ideas with a partner. This helps them develop their thinking, listening and speaking skills. Occasionally, girls do not answer questions as readily as boys and because learning is not always checked during a lesson, in addition to the start and end, their progress is not as rapid.
- Marking in books is regular and clearly identifies what has been done well and what could be improved. Most pupils know how well they are doing and are given time to correct work or respond to teachers' comments.
- There is good use of other adults in the classroom to support pupils with special educational needs as well as others. Teaching assistants model language well and their good questioning helps pupils learn.
- Rigorous assessment successfully identifies pupils' wide-ranging and often complex needs, ensuring that the extra help pupils are given is carefully matched.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. This includes during lunchtime, at breaks and when moving around school because well-established routines are in place. In lessons, pupils listen well to adults and are quick to follow instructions.
- Pupils, staff and parents all agree that behaviour is good. Record keeping is rigorous and shows that behaviour is consistently good over time.
- Pupils enjoy lessons, and attitudes to learning are good because of the caring and happy atmosphere in which they learn. They work well with partners or in groups and are keen to discuss and share ideas.
- Pupils are proud of their school and describe it as 'safe, kind, caring, friendly, like a family'. This is reflected in the way they look after their classrooms and the high-quality presentation of their work. The very youngest children in school learn to respect equipment by tidying away when they have finished an activity.
- Pupils are well mannered. They are polite and welcoming towards visitors. Older pupils are mature and are given many opportunities to be involved in school life such as members of the school council, eco-warriors or ambassadors.
- Pupils understand the different forms that bullying can take, including cyber-bullying, and are clear that the school's systems to tackle any rare instances are effective. One pupil described how the 'bullying box' can be used to alert staff to any problems.
- The school's work to keep pupils safe and secure is good. Pupils say they feel safe in school, are well cared for and have confidence in staff to deal with any incidents quickly and effectively.
- The school helps pupils to keep themselves safe through regular activities such as e-safety training and anti-bullying days as well as visits from the emergency services.
- Pupils' attendance has improved and is currently above the national average.

The leadership and management are good

- The headteacher and deputy headteacher work well together and, along with other leaders,

responded well to the challenge to improve following the dip in standards in mathematics in 2013. They took decisive action to improve pupils' learning in mathematics with positive outcomes.

- The reorganisation of the senior leadership team has helped strengthen the quality of leadership. Middle leaders, including those responsible for different aspects, work together as a team and are driving improvements in the way subjects are taught.
- The headteacher and senior leaders have ensured that teaching is consistently good by observing lessons, looking at pupils' work and checking assessments that track pupils' progress over time. Teachers are held to account for their performance and are set challenging targets. They are supported well through additional training in order to develop their skills further.
- The range of activities taught throughout the school is well balanced and subjects are often linked together through chosen topics. Pupils are often motivated by different events and visits, for example, children in the Reception class were eagerly anticipating a visit to Tropical World to follow up their work on mini beasts. These experiences offer more opportunities to develop pupils' reading and writing skills than those in mathematics.
- Pupils' spiritual, moral, social and cultural development is promoted well through the different subjects taught and extra activities. Pupils take part in a wide variety of sporting activities, sharing in the celebration of faith festivals and raising money for a wide range of charitable causes.
- The new primary school sport funding is being used to employ a specialist sports coach who has introduced additional sporting activities, such as curling, which was linked to the Sochi Winter Olympics. Pupil participation in a wide range of sports has increased. This funding has also enabled the school to compete against other schools, with much success, as in the case of the girls' football team.
- The school has very good relationships with parents. Very few responded to Parent View but informal discussions and the schools' own surveys show that parents are happy with the school. The school encourages parents to visit school and to this end has built a very attractive meeting room. As parents found it difficult to come into school in the evenings, the timings of parent consultation meetings have been changed to afternoons with the result that these are extremely well attended.
- The local authority has been quick to respond to requests from the school and given good support, for example, in providing training and checking the accuracy of marking. The school has also benefited from support from other schools within local schools partnerships.
- **The governance of the school:**
 - Members of the governing body visit school regularly to gain an independent, in-depth, view of the school. They work closely with senior staff, making use of information on pupils' progress to challenge the school to improve achievement. Since the disappointing results in 2013 the level of challenge is increasingly rigorous and governors have supported the headteacher and senior leadership team in bringing about rapid improvement. Governors know about the quality of teaching and oversee the school's systems for setting targets for teachers that need to be met before agreeing any promotion or increases in salary. Governors manage the finances of the school well. They are fully involved in the allocation of additional funding such as the pupil premium grant and primary school sport funding, and regularly check the impact on pupils' achievement. Governors ensure that arrangements for safeguarding pupils meet requirements. Policies and procedures for keeping pupils safe are reviewed regularly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	107261
Local authority	Bradford
Inspection number	439860

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	431
Appropriate authority	The governing body
Chair	J Bond
Headteacher	A Neal
Date of previous school inspection	4 November 2009
Telephone number	01535 604183
Fax number	01535 681778
Email address	holycroft_head@hotmail.com

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