

# Holybrook Primary School

Rillington Mead, Greengates, Bradford, BD10 0EF

## Inspection dates

10–11 June 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Requires improvement</b>	<b>3</b>
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Pupils do not make consistently good progress in all classes and subjects.
- The most-able pupils are not challenged well enough. Too few of them reach levels above those expected for their age in reading, writing and mathematics.
- Teaching varies between classes and subjects. Expectations of what pupils can achieve are not consistently high.
- Information about what pupils already know and can do is not always used well in order to plan work at the right level for different pupils.
- Marking does not have a strong enough impact on improving pupils' work.
- Pupils do not take enough care and pride in the way they present their work.
- The school's systems for checking pupils' attainment and progress are not used well enough in order to hold teachers to account for the performance of pupils in their class.
- The procedures for checking the quality of teaching are not sufficiently well established.
- The role of middle leaders in checking on teaching and learning is not yet well established.

### The school has the following strengths

- The new senior leadership team has a clear view of what needs to be done to improve the school. Actions taken have already led to early improvements in teaching and achievement. Staff have confidence in the new leadership.
- Children get off to a good start in the Early Years Foundation Stage.
- The school is a happy, caring community. Pupils' behaviour is good. They get on well together and feel very safe and well looked after in school.
- The school successfully promotes pupils' self-confidence and raises their aspirations. Their spiritual, moral, social and cultural development is strong.
- Parents are very supportive of the school and appreciate the care that their children receive.
- Governors are increasingly well informed about the work of the school. They ask probing questions which hold school leaders to account and are, therefore, helping to drive improvements.

## Information about this inspection

- The inspectors observed teaching in 15 lessons, including two observations carried out jointly with senior leaders. The inspectors observed the teaching of early reading skills and listened to pupils reading. They observed teaching in the Behaviour Support Unit. They looked at examples of pupils' work in all classes in order to obtain a view of teaching over time. They observed pupils at lunchtime, during their break times and at the breakfast club.
- The inspectors held meetings with pupils, parents, staff, members of the governing body and a representative from the local authority. They also spoke to some parents as they brought their children to school.
- The inspectors took account of 20 staff questionnaires and the school's own survey of parents' views. There were no published responses to the Ofsted on-line questionnaire (Parent View).
- The inspectors looked at a range of documents, including data on pupils' current progress across the school, the school's view of its own effectiveness, and how the school checks on the quality of teaching and learning.
- The inspectors checked the arrangements for safeguarding pupils and looked at records relating to behaviour and attendance.

## Inspection team

Christine Potter, Lead inspector	Additional Inspector
David Halford	Additional Inspector
Pamela Hemphill	Additional Inspector

# Full report

## Information about this school

- This is an average-sized primary school.
- Most pupils are of White British heritage. The proportion of pupils who speak English as an additional language is below average, but is increasing as more pupils join the school from Eastern European countries.
- The proportion of pupils supported through school action is above average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also above average.
- The proportion of pupils eligible for the pupil premium is well above average. The pupil premium is additional funding for pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The school houses a Behaviour Support Unit (Horizons). This serves all areas of Bradford and currently provides education for 10 pupils.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club each morning.
- The school is federated with Parkland Primary School. There is a joint governing body and a shared federation headteacher and deputy headteacher.
- Since the last inspection there have been significant changes to the senior leadership team and governing body. A new headteacher was appointed for the school in September 2013. She is currently on maternity leave, and an acting headteacher has been appointed, who will take up the post in the week following the inspection. A new federation headteacher was appointed in April 2014, and a new federation deputy headteacher in October 2013.

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

- Improve the quality of teaching so that pupils make consistently good progress in all classes and subjects, by:
  - all teachers having high expectations of what pupils can achieve
  - using information about what pupils already know and can do, in order to set work which is at the right level for different groups of pupils
  - giving the most-able pupils work which stretches them, so that more of them reach levels above those expected for their age
  - improving marking, so that it gives pupils clear guidance, about what they need to do next, and giving them time to respond to this guidance
  - encouraging pupils to take more care and pride in the way they present their work.
- Improve the impact of leadership and management, by:
  - ensuring that the school's systems for checking pupils' attainment and progress are used well by all teachers, so that they can be held to account for the performance of pupils in their class
  - strengthening the school's procedures for checking on the quality of teaching
  - developing the role of middle leaders so that they play a greater part in checking on teaching and learning.

## Inspection judgements

### The achievement of pupils

### requires improvement

- Pupils do not make consistently good progress in all classes and subjects across the school. The most-able pupils, in particular, are not challenged enough. Too few of them reach levels above those expected for their age in reading, writing and mathematics.
- Children enter the Early Years Foundation Stage with skills that are below, and for some well below, those typical for their age, particularly in communication and language. They settle quickly because of the care that adults provide. Adults help them to develop speaking and listening skills by asking questions which require them to think about and express their ideas. Children make good progress, which has been improving over recent years. They are well-prepared for Year 1.
- Pupils make better progress in some classes than others. Standards in reading, writing and mathematics at the end of Key Stage 1 have been declining over the past three years. However, the school's current data show that, although standards remain below average, this decline has been halted in 2014.
- Pupils' progress accelerates rapidly towards the end of Key Stage 2. Standards, particularly in writing and mathematics, have risen since the last inspection. Attainment at the end of Year 6 was broadly average in reading, writing and mathematics in 2013. The school's current data show that these improvements have been sustained this year.
- The most-able pupils do not make good progress because they are not given work which helps them to extend and apply their skills. They do not have enough opportunities to work things out for themselves. Their written work makes too little use of a wide range of vocabulary and different types of sentence.
- The recent introduction of well-planned small-group teaching of early reading skills has led to an improvement in pupils' achievement in phonics (the sounds that letters make). In 2012 and 2013, standards in the Year 1 phonics screening check were well below average, but this year the results are expected to be close to average. Older pupils who did not do so well in previous years are now benefitting from 'catch-up' phonics programmes, which are enabling them to become more confident and fluent readers.
- Actions taken by the school have led to improved achievement in writing. The walls in the Early Years Foundation Stage are festooned with examples of children's early writing. Well-chosen texts by popular children's authors inspire older pupils to write in different styles and for different purposes.
- Disabled pupils and those with special educational needs, including those in the 'Horizons' class, make similar progress to that of other pupils, and some make progress which is better than this, from their individual starting points. Programmes to support them, and appropriate staff training, are planned well to meet pupils' varied needs. The nurture group provides a safe and caring learning environment for younger pupils who need additional support.
- Pupils who speak English as an additional language, including the increasing numbers of pupils from Eastern Europe, are welcomed warmly and are given timely support so that they settle in quickly. Most of them make good progress.
- Pupils who are eligible for the pupil premium make progress which is similar to, or better than, that of other pupils. The funding is used well to provide individual and small-group support in their learning, and also to support their wider needs, such as providing PE kits and transport for visits. This demonstrates the school's commitment to ensuring that every pupil has equality of opportunity. In 2013, at the end of Key Stage 2, pupils known to be eligible for free school meals were approximately two terms behind other pupils in reading and writing, and one term ahead in mathematics.

**The quality of teaching****requires improvement**

- Teaching is not yet consistently good enough over time to ensure that pupils in all classes make good progress. Expectations of what pupils can achieve are not consistently high.
- Information about what pupils already know and can do is not always used well enough to plan work at the right level for different groups of pupils. They are too often all given the same task, so that for some it is too easy and for others it is too hard. The most-able pupils are not given work that is specifically matched to their needs. Pupils consequently make insufficient gains in their learning.
- Marking does not consistently show pupils what they need to do next to improve their work. Although pupils have target sheets in their books, these are not referred to on a regular basis to help them understand what they need to do to make progress. Where marking does provide the necessary guidance, pupils do not always have time to respond to this.
- Pupils do not take enough care and pride in the way that they present their work. Handwriting is often poorly formed, with insufficient attention given to accuracy in spelling and punctuation. Improvements are not suggested either verbally or through marking, so pupils continue producing poorly presented work.
- Pupils make good progress when the work challenges them and is well matched to their interests and abilities. For example, pupils in Year 3 were eager to show just how much they had learnt in a science morning during which they investigated rocks and made rock buns using melted chocolate, to simulate how rocks are formed.
- Pupils' written work demonstrates the wide range of experiences that the school provides for the pupils, and how engaged they become when their interest is aroused. Pupils in Year 5 researched carefully and wrote convincingly about the experiences of people during the 2014 floods. The Tour de France road show during the inspection generated great excitement as pupils in Year 1 wrote about what they had seen and heard.
- Information and communication technology (ICT) is used well as a tool for pupils' learning. Pupils apply their skills successfully, for example, as they prepare presentations to back up their arguments for and against being allowed to have mobile phones in school.
- Teaching assistants play a valuable role in pupils' learning. High quality training enables them to offer support and specific programmes of work to meet the needs of individuals and small groups. They know the pupils well and play an effective role in helping them to develop social skills as they teach them playground games.
- Teaching in the Early Years Foundation Stage is good. Work is planned well to match the learning needs of different children. Children have good opportunities to talk together and share ideas, for example, when a small group worked together over an extended period to construct a tower from large building blocks.
- Good teaching in the 'Horizons' class helps these pupils to settle quickly on arrival and develop the skills and confidence that they need in order to learn well. Their needs are assessed quickly, and individual programmes of work are carefully planned.

**The behaviour and safety of pupils****are good**

- The behaviour of pupils is good.
- Pupils of all ages and different backgrounds get on well together, both when working and playing, and when attending the breakfast club. They move around the school, including up and down the staircases, in a considerate manner.
- Pupils are happy and feel well cared for in school. Those who spoke to the inspectors talked about how much they look forward to coming back to school after the holidays. They like looking after each other and are especially keen to help new arrivals make friends and learn to speak English.
- Good relationships between adults and pupils contribute to their willingness to learn. Praise and encouragement successfully motivate pupils so that most of them have positive attitudes and

want to do well. Pupils' behaviour in lessons does, however, slip a little when the work is not at the right level and they lose interest.

- Pupils thoroughly enjoy taking on extra responsibilities. Pupils in the 'Green Team' talked enthusiastically about the work they do in collecting things for recycling. They are very proud of the posters designed by Year 6 pupils for the bins. They are also very aware of their responsibility towards the wider community and those less fortunate than themselves.
- Behaviour is managed well throughout the school, including in the 'Horizons' class, where staff have received additional training to enable them to act promptly to prevent incidents escalating. Pupils in this class have themselves contributed to setting up systems of rewards and sanctions.
- The school's work to keep pupils safe and secure is good.
- Pupils say how safe they feel in school, and discussions with parents and their responses to the parents' survey show that they agree. Pupils trust the adults to look after them and know they can talk to them if they are worried about anything.
- Although pupils say that they do sometimes fall out with each other, and 'take out their anger' on others, they also feel that things are sorted out quickly and friendships are quickly re-established. They say that bullying and racism occur only very rarely and that people are confident to 'speak up about it'.
- Pupils demonstrate a good understanding of how to stay safe in other situations, such as when using the Internet. They know exactly what to do if they see something they do not like on a website, and how to combat cyber-bullying.
- The school works very hard to highlight the importance of good attendance. Pupils love the rewards for the best class attendance. The parent involvement worker knows families well and provides valuable support where they are experiencing difficulties. Support plans are drawn up at health and well-being meetings and these have led to significant improvements in attendance for particular pupils.

## **The leadership and management**

## **requires improvement**

- While new senior leaders have quickly identified what needs to be done to move the school forward, and have the drive and determination to do so, they have not yet had time to make a strong enough impact on improving the quality of teaching and pupils' achievement.
- New procedures this term are ensuring greater accuracy when assessing pupils' progress, and pupil progress meetings now give teachers better opportunities to check and discuss how well pupils are doing. However, systems to check pupils' attainment and progress are not yet used well by all teachers. Leaders, therefore, do not yet hold them fully to account for the performance of pupils in their class.
- The school's procedures for checking and improving the quality of teaching are not yet well enough established. However, new senior leaders have already observed some lessons, as well as looking at pupils' work and teachers' planning, and have set very precise short-term targets for individual teachers. While the role of middle leaders is developing, it is not yet sufficiently established to enable them to take a full part in checking on teaching and learning.
- Senior leaders are committed to developing the skills of staff at all levels, in order to improve teaching and achievement. Links across the two federation schools are used well to share expertise and good practice, for example, in improving the teaching of phonics and through staff working together to assess more accurately the levels at which pupils are working. Discussions with staff at all levels, and their responses to staff questionnaires, demonstrate that they are keen to develop and improve what they do because they want the very best for the pupils. The school is, therefore, well placed to continue to improve.
- The 'Horizons' provision is led and managed well. Leaders have introduced new and effective systems for measuring how well pupils are doing, and improving transition into mainstream schools. Staff work well together and there is a clear drive for further improvement and development of the unit.
- Parents are supportive and positive about the school. They feel that their children do well at the

school and they are proud of their achievements. They are confident that their children will be well looked after and appreciate the care that whole families receive.

- The curriculum provides a clear and appropriate focus on developing pupils' basic skills. It also gives pupils many rich experiences through clubs and a broad range of visits, which develop their understanding of the wider world. Pupils' spiritual, moral, social and cultural development is therefore good. Pupils talked about the photographs of famous people and meaningful quotations around the school. These help them to feel positive about themselves, provide them with positive role models and help to raise their aspirations.
- The school uses the primary school sport funding well. Pupils are taught by external coaches and so have increased opportunities to take part in different sports. Through the local partnership, pupils now take part in a broader range of competitions such as a multi-skills festival and local school 'Olympics'. From September, staff will have opportunities to work alongside the sports coaches and therefore improve their own skills.
- The local authority provides effective support for the school, particularly while the new leadership team becomes fully established.

■ **The governance of the school:**

- Governors have an increasingly accurate view of how well the school is doing, with newly appointed governors bringing a range of new skills and expertise to the governing body. Data on how well pupils are doing are shared openly with them and they are encouraged to question and challenge these. They are well aware about the variations in teaching and achievement across the school, and are fully supportive of senior leaders' plans to address this. Their role as federation governors equips them particularly well to compare data and to promote the sharing of expertise and resources. They make sure that decisions relating to teachers' pay progression are based on them successfully meeting pupil progress targets. They check that pupil premium funding is spent carefully to meet the needs of eligible pupils, and ensure that they receive the care and support that they need and have full access to all aspects of school life. They are fully committed to ensuring that everyone is treated equally. They make sure that the school's safeguarding arrangements meet statutory requirements.



## 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

<b>Unique reference number</b>	132184
<b>Local authority</b>	Bradford
<b>Inspection number</b>	432429

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

<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>	253
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Lesley Wright
<b>Headteacher</b>	Duncan Grant (Federation Headteacher) Carolyn Barker (Head of School)
<b>Date of previous school inspection</b>	23 March 2011
<b>Telephone number</b>	01274 611327
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