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2 October 2014

Mr Duncan Grant
Executive Headteacher
Holybrook Primary School
Rillington Mead
Greengates
Bradford
West Yorkshire
BD10 0EF

Dear Mr Grant

Requires improvement: monitoring inspection visit to Holybrook Primary School, Bradford

Following my visit to your school on 1 October 2014, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to report the inspection findings. Thank you for the help you gave me and for the time you made available to discuss the actions you are taking to improve the school since the most recent section 5 inspection.

The visit was the first monitoring inspection since the school was judged to require improvement following the section 5 inspection in June 2014. It was carried out under section 8 of the Education Act 2005.

Senior leaders and governors are taking effective action to tackle the areas requiring improvement identified at the recent section 5 inspection. The school should take further action to:

- ensure teachers are clear about your expectations. Sharpen the action plan so that the progress you expect pupils to make in each year group is clear and governors can check on the impact of your actions.
- tighten procedures to check on the quality of teaching and its impact on pupils' learning and progress enabling you to support teachers to improve their work and hold them to account.
- ensure partnerships with other schools are effective and enable teachers to learn quickly from best practice.

Evidence

During the visit, I held meetings with you, other senior and subject leaders, three members of the governing body, including the Chair of Governors, and the local authority officer to discuss the action taken since the last inspection. I evaluated the school action plan, information on pupil assessment and progress and samples of pupils' work. You accompanied me on a tour of the school. We focused on the areas for improvement in teaching identified from the inspection in June.

Context

Three teachers are currently absent. The Year 2 teacher is new to the school this week, the Year 4 teacher is new to her role and the Year 6 teacher is seconded from the partner federation school. The deputy headteacher, who is also from the partner federation school, is leading on improving the quality of teaching in both schools.

Main findings

You, senior leaders and governors have taken prompt action to tackle the areas for improvement despite some significant disruptions to staffing and middle leadership.

- There is a sharper focus on checking and evaluating the quality of teaching and pupils' progress but you do not scrutinise pupils' work well enough in order for you to gain an accurate view of teaching and learning over time.
- The actions planned are timely and appropriate. This is resulting in some notable impact. For instance, the underachievement seen at the end of Key Stage 1 is being addressed rapidly in Year 3 because of new developments in the curriculum and the teaching strategies used. This has provided you with an effective model which you plan to use to support improvements in other year groups.
- Staffing disruption has impacted on the progress of two classes. Inconsistencies in teaching remain in areas such as the effectiveness of marking, the quality of handwriting and presentation and the appropriate match of task to support or challenge pupils' learning. New teachers are addressing these issues promptly.
- Recent disruption has affected the development of middle leaders. You have a strategy to best manage subject leadership through drawing on the expertise of senior leaders and appointing an assistant headteacher to lead on inclusion. The remaining middle leaders are now playing a greater part in checking on teaching and learning and leading improvements. For instance, the early year's leader has taken action to improve the outdoor provision, meeting the needs of children better, particularly in the prime areas of learning.
- You and Governors have taken prompt action to stabilise the school following a period of turbulence.

External support

Local schools have enabled you to moderate pupils' work. An external consultant has been commissioned to help you develop middle leaders. You are making effective use of shared resources and expertise within the federation to tackle the areas for improvement, bearing in mind that both schools require improvement.

The local authority, through the designated officer, is undertaking a monitoring role and providing support for a relatively small governing body which has responsibility for two primary schools, a specialist support unit and a children's centre. Support is being provided by human resources to help you address issues with staff absence.

The school does not have a strong partnership with a good or outstanding school that will enable you to further improve the quality of teaching and pupils' achievement. The local authority must take immediate action to secure this.

I am copying this letter to the Chair of the Governing Body, the Director of Children's Services for Bradford and as below.

Yours sincerely

Anne Bowyer

Her Majesty's Inspector

The letter should be copied to the following:

- Appropriate authority - Chair of the Governing Body/Interim Executive Board
- Local authority – including where the school is an academy