

Holybrook Primary School

Rillington Mead, Greengates, Bradford, West Yorkshire BD10 0EF

Inspection dates

18–19 October 2016

Overall effectiveness	Inadequate
Effectiveness of leadership and management	Inadequate
Quality of teaching, learning and assessment	Inadequate
Personal development, behaviour and welfare	Requires improvement
Outcomes for pupils	Inadequate
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is an inadequate school

- Safeguarding is inadequate. Processes relating to the recording of serious incidents and the security of the school site are not effective in safeguarding pupils, particularly those identified as at risk of absconding.
- Leaders and governors have not improved areas identified in the previous inspection report. There is insufficient capacity in leadership to sustain very recent improvements.
- Outcomes at the end of key stages 1 and 2 were significantly below those seen nationally in 2015. Standards declined even further in 2016 in key stage 2.
- The quality of teaching has not improved quickly enough over time. Leaders have not monitored teaching and the impact of teaching assistants closely enough to tackle weaknesses.
- Expectations for pupils' learning and behaviour are not consistently high in key stage 2. Pupils do not have sufficient opportunities to improve their problem-solving or reading skills.
- Pupils do not have sufficient opportunities to extend their cultural development, or to improve their understanding of democracy, to fully prepare them for life in modern Britain.
- Reports on pupils' progress are not shared widely enough to enable subject leaders to identify and prioritise actions to improve outcomes for all groups of pupils.
- Pupils take too much time off school and, until very recently, the high absence rates have contributed to the poor progress of pupils.
- Governors have failed to challenge school leaders about poor outcomes for pupils, high levels of absence and the ineffective use of additional funding for disadvantaged pupils.
- The early years provision has not been monitored rigorously enough to identify differences in the progress of groups of children. Leaders have not ensured accuracy in the initial assessment of children to enable the most able and boys to make faster progress in their learning and development.

The school has the following strengths

- Effective teaching and accurate assessment of pupils in key stage 1 have improved their rate of progress.
- Pupils whose circumstances may make them feel vulnerable receive effective support.
- Systems to improve pupils' behaviour are being implemented effectively by staff.
- Improvements to the way that pupils are taught phonics are effective in raising standards in key stage 1.

Full report

In accordance with section 44(1) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

What does the school need to do to improve further?

- Ensure that governors fulfil their statutory safeguarding responsibilities by ensuring that:
 - the school site is sufficiently secure at all times
 - safeguarding policies and processes are urgently reviewed to ensure that they are robust and applied rigorously
 - all staff clearly understand and consistently adopt procedures designed to prevent pupils from absconding
 - serious incidents are recorded accurately and swiftly communicated between those responsible for leading safeguarding and all appropriate parties
 - the number of pupils who are absent and persistently absent decreases rapidly.
- Urgently improve leadership and governance by:
 - establishing capacity in leadership at all levels in the school
 - tackling weaknesses in teaching, particularly in key stage 2, by monitoring the performance of teachers and their assistants more closely
 - ensuring that all leaders use accurate information about pupils' progress, in order to identify the correct priorities to improve outcomes for all groups of pupils more rapidly
 - strengthening the key stage 2 curriculum to provide more opportunities for pupils to improve their reading and problem-solving skills
 - ensuring that pupils are better prepared for life in modern Britain, by providing more opportunities for them to make democratic decisions and extending their cultural development
 - ensuring that governors hold leaders to account more rigorously about the impact of additional funding on improving the outcomes and attendance of disadvantaged pupils
 - monitoring the quality of leadership and teaching in early years more closely, to ensure accuracy in the assessments of children's skills and abilities and identification of differences in the progress made by different groups of children.
- Improve the quality of teaching and outcomes for pupils by making sure that:
 - all adults have high expectations of pupils' learning and behaviour

- teaching challenges pupils of all abilities, but particularly the most able, so they achieve as well as they can in reading, writing and mathematics
 - learning time is used effectively and teachers are clear about what they expect pupils to learn during each lesson
 - all teaching assistants are adequately trained to provide effective support, particularly for disadvantaged pupils and those who have special educational needs and/or disabilities.
- An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.
 - An external review of the school's use of the pupil premium should be undertaken in order to assess how this aspect of leadership and management may be improved.
 - The school should not appoint newly qualified teachers.

Inspection judgements

Effectiveness of leadership and management

Inadequate

- Safeguarding is inadequate. Leaders and governors have failed to ensure that all safeguarding policies, practices and procedures are sufficiently effective and consistently adhered to. Pupils have been left vulnerable due to lax arrangements to secure the site during the school day. Procedures to protect a small number of pupils who are identified as being at risk from absconding from school are not robust.
- The school has experienced a number of incidents of pupils absconding from school. Despite this, governors, leaders and those responsible for safeguarding have not strengthened the non-statutory absconding policy to ensure that procedures are sufficiently clear, robust and rigorously adopted by staff. The most recent attempt by a pupil to abscond was not recorded or reported in accordance with the school's policy, and was witnessed by other pupils who were on the playground at the time.
- Systems and procedures for ensuring the safe recruitment of staff are robust and the requirement for staff to be trained is met. However, the content of the safeguarding and child protection policies is not comprehensive and information for staff and parents lacks clarity.
- The quality of education provided by the school is inadequate and leaders have not demonstrated the capacity to improve the situation quickly. All groups of pupils, especially the most able, disadvantaged pupils and those pupils who have special educational needs and/or disabilities, have made very slow progress since the time of the last inspection. As a result, leaders have not been successful in driving up standards and have not ensured equality of opportunity for all pupils.
- After the last inspection, there was a period of changes in leadership and teaching staff. The current executive headteacher and the headteacher introduced appropriate plans to improve the school. Their priorities to improve the quality of teaching and pupils' behaviour and attendance are starting to have a positive effect.
- Some middle management and governor roles are shared across the federation of two schools. This makes it more challenging for all leaders to quickly identify and monitor priorities for improvement rigorously. As a result, actions are not always effective enough.
- Senior leaders' evaluation of the achievement of pupils is overly generous. Subject leaders, some of whom are new in their role, are not always involved in discussions about pupils' progress. As a result, middle leaders and teachers do not receive timely and accurate information about the pupils' starting points. Consequently, teachers do not always provide work which matches the skills and abilities of pupils to enable them to make rapid progress.
- The arrangements for managing teachers' performance have not, until recently, been carried out robustly. Line management arrangements have improved. The quality of teaching is checked more routinely. Subject leaders and teachers told inspectors that they value the professional development opportunities provided for them.

- The range of extra-curricular activities has widened to include opportunities for pupils to participate in dance and sporting activities. It is too early to identify the impact of this new scheme on outcomes for pupils, particularly in key stage 2 where the emphasis is on improving pupils' basic skills.
- Pupils' spiritual, moral and social development is dealt with well through the revised curriculum and the assembly programme. Pupils do not yet have sufficient opportunities to extend their cultural knowledge and experience. Leaders are aware of the need to strengthen links with other countries and cultures.
- The school's work to promote British values is not as effective as it should be. Pupils know about democracy, but they do not have sufficient opportunities to experience this for themselves. For example, teachers decide which pupils are appointed as head of house.
- Additional funding for supporting the social and emotional needs of disadvantaged pupils is used sensibly for a range of support, such as additional one-to-one teaching, counselling and educational visits. This has contributed to the increase in attendance and improvement in the behaviour of some disadvantaged pupils. However, the extra help given to improve the reading, writing and mathematical skills of this group of pupils is not always effective. Governors do not hold leaders to account rigorously enough about the progress made by disadvantaged pupils when compared with all pupils nationally from similar starting points.
- The newly appointed special educational needs coordinator is putting in place a number of strategies to address the underperformance of all groups of pupils. This leader has identified the right priorities. However, it is too soon to judge the impact of this work.
- Leaders use the primary school sports funding well to increase the number of sports clubs, to purchase equipment and to pay for specialist coaching. This enables pupils to participate more in sport and to learn about how to be fit and stay safe. Leaders do ensure that staff improve their teaching of physical education by working alongside sports coaches.
- The local authority has been working in partnership with the governors to try to secure good leadership for the school. Several school reviews have been conducted to identify areas that need development and to monitor the performance of leaders. The local authority advisers are aware of the school's difficulties and have provided support to leaders. The school is benefiting from valuable links with an outstanding school, to share good ideas which teachers then use in their classrooms. This work has not, however, prevented the school from declining and being judged inadequate.

Governance

- Governors do not challenge the school sufficiently to ensure that they have an accurate understanding of how well pupils are doing. They are not as concerned as they should be that the school did not meet the government's floor targets in 2015 and they did not monitor targets rigorously to hold leaders to account for improving results in 2016.

- Governors do not check the serious incident records rigorously enough. Consequently, they do not carry out important reviews of safeguarding practice after incidents come to light. The policy to prevent pupils from absconding is too informal, because it has not been adapted to meet the specific needs of the school, despite six reported incidents last year and one incident during the week of the inspection. This incident was not reported or recorded immediately.
- Governors have appointed a strong headteacher since the time of the last inspection. However, they did not hold previous leaders to account for the decline in standards. Governors do not insist that leaders demonstrate clearly how they ensure that pupil premium funding leads to improved outcomes for this group of pupils. As a result, the additional funding has not been spent effectively.
- Since the previous inspection, the local authority, together with the governing body, has recruited additional members to provide further expertise. Governors have now begun to review the arrangements for a separate governing body which will become responsible for the school in January 2017.

Safeguarding

- The arrangements for safeguarding are not effective.
- Although pupils feel safe, the leaders and governors of the school have not been attentive enough to prevent a small number of boys who have complex behavioural difficulties from absconding.
- Leaders and governors did not respond promptly to a recent serious incident and have not raised concerns about the security of the school site.
- Stringent checks are carried out prior to making staff appointments. All staff and governors receive regular, suitable safeguarding training.
- Staff work closely with other agencies to help support the needs of those pupils whose circumstances make them vulnerable.

Quality of teaching, learning and assessment

Inadequate

- Teaching over time has not secured the outcomes of which pupils are capable. Teaching is too variable from class to class, although it is stronger for the youngest pupils than in key stage 2. Teachers do not always plan work at the right level or check pupils' understanding carefully enough to move them on to harder tasks. Pupils rightly identify that there is insufficient challenge in many lessons. As a result, some pupils, including the most able and boys, do not always learn as much as they could.
- Learning in key stage 2 is sometimes interrupted by low-level disruptive behaviour and, on occasion, teaching stops while staff de-escalate situations involving a minority of boys who have complex behavioural difficulties.

- Some teachers are not clear enough about what they want pupils to achieve from a lesson. Teachers sometimes give pupils activities which keep them busy, but do not help them to make progress. Examples of this were seen in the Year 3 and Year 4 classes. Despite differences in age and ability, all pupils were asked to add together similar two- and three-digit numbers. Work in their books demonstrates that many pupils had previously mastered this skill and could easily have tackled more complex problems. This prevented pupils, particularly the most able, from making more rapid progress in mathematics.
- The expectations that teachers have of pupils are not consistently high enough. The standard of presentation of pupils' work and adherence to the school's marking policy are too variable. When teachers do provide effective feedback, this really helps pupils to understand how they can improve their work.
- Some teaching assistants do not use all of the lesson time well to support disadvantaged pupils and those pupils who have special educational needs and/or disabilities. Frequently, teaching assistants complete work for these pupils. Some assistants require more training to ensure that basic mistakes in arithmetic, spelling, punctuation and grammar are not overlooked.
- The teaching of reading and phonics is effective. Teachers in the Reception and key stage 1 classes use stimulating topics to ensure that pupils are motivated to read, particularly boys. Teachers in these classes keep a careful note of how often pupils read and what they need to do to make rapid progress in their early reading skills. However, this does not happen consistently across the school to make sure that pupils continue to make good progress. Older pupils do not read widely or often enough to enable them to develop a love of reading.
- Leaders have not organised the curriculum well enough to ensure progression in all subjects across all year groups. For example, key stage 2 pupils do not have enough opportunities to develop their problem-solving skills. There are too few opportunities for them to experiment and carry out investigations.
- Teachers in key stage 1 are working hard to implement the revised curriculum. They use interesting themes which enable pupils to work on exciting activities in history, geography, art and science. Pupils seen in year 1, particularly the boys, thoroughly enjoyed making alien models as part of their effective homework topic.
- Teaching is improving because of the increased opportunities for staff to participate in professional development and to share effective practice. In subjects and classes where teaching is effective, teachers plan work carefully to build on pupils' prior knowledge. This enables these teachers to give precise guidance to pupils about how to improve their work.

Personal development, behaviour and welfare

Requires improvement

Personal development and welfare

- The school's work to promote pupils' personal development and welfare requires improvement.

- Pupils say that instances of bullying do occur. They understand and can talk about the different forms of bullying. Pupils say that the use of derogatory language by pupils is rare, and have faith that adults in the school will address those occasions that do arise.
- The school is inclusive and generally provides a caring environment for pupils. There are weaknesses in the safeguarding procedures for pupils at risk of absconding. In spite of this, pupils say that they feel safe at school. They are able to list whom they would turn to if they had a safeguarding concern. Pupils are usually happy and polite, and most know how to keep themselves safe in and around the school, as well as online.
- The school's work with outside agencies is effective and there are well-established systems in place to offer help and support to pupils and their families. This is helping to improve the school's work to address the welfare needs of pupils who have multiple vulnerabilities.
- Parents and pupils value highly the nurturing support provided by all staff. The 'time to talk', nurture rooms and specialist staff, including those in the behaviour support unit, 'Horizons', provide valuable counselling and specialist care for the most vulnerable pupils. Pupils speak highly of the opportunity to 'talk things through' with an adult.

Behaviour

- The behaviour of pupils requires improvement.
- There are occasions when pupils misbehave in lessons, particularly those with complex behavioural difficulties. Older pupils say that teachers do respond quickly, but that sometimes it does disrupt their learning.
- Attendance is still not high enough and a higher than average proportion of pupils are absent too often. School leaders and governors understand how this affects pupils' learning and have improved the work done to tackle this issue. They have introduced systems to check absence information carefully. They work hard with parents to improve attendance. School leaders have encouraged punctuality by introducing a breakfast club and have organised rewards for good attendance. These actions have been successful in improving attendance each term in most classes. However, the attendance of pupils in Year 5 remains low.
- Over the past few years, a high number of pupils have been excluded from school when compared with national figures. On her appointment, the headteacher immediately introduced a new behaviour policy and ensured that all staff are trained in positive handling techniques. Leaders have also introduced additional support for pupils who sometimes do not behave well. As a result of this work, behaviour has improved and there is now less need for exclusion.
- Pupils are taught how to behave well at an early age and this can be seen in the interaction between children in the early years and the youngest pupils. Those in Year 1 enjoyed creating their friendship tree, which helped them to show how they respect and care for one another.

- Pupils now enjoy more opportunities to celebrate their successes and are proud to receive their rewards from staff. Pupils are beginning to enjoy giving peer support. They are usually respectful and thoughtful when making comments about each other's work.

Outcomes for pupils

Inadequate

- Published data shows that too many pupils have failed to reach the standards expected of them since the time of the last inspection. In 2015, the school failed to meet the government's floor standards, which are the minimum expectations of pupils' attainment and progress in English and mathematics. Pupils' attainment in reading, writing and mathematics is significantly below that seen nationally. Significantly fewer pupils than in most schools achieve the highest standards by the end of Year 6.
- In 2016, few pupils made the progress expected of them in key stage 2. The proportion making more than expected progress was well below that seen nationally. For the last four years, pupils have failed to make the progress expected of them in reading, writing and mathematics. Weak teaching over time, and low expectations, have meant that the progress of pupils is too variable across subjects, groups and classes.
- Leaders and teachers have failed to stem this decline in pupils' outcomes by the time pupils leave Year 6. This means that they are not well prepared to continue with their education in secondary school. The current progress of pupils across key stage 2, while not as bad as it has been in the past, is still not good enough. Some pupils are still working at levels which are lower than typical for their age in key stage 2.
- Too few disadvantaged pupils, including the most able disadvantaged, reach the standards expected of them in reading, writing or mathematics. This prevents them from making the required progress from their starting points when compared with similar pupils nationally.
- The progress of pupils who have special educational needs and/or disabilities is too variable in different year groups, and is below that expected in reading, writing and mathematics. The unpublished results for the school demonstrate that this group of pupils did not make the progress expected of them in 2016. Until now, the school did not accurately monitor the impact of the extra support given to these pupils, and did not determine precisely what works well and what is less effective.
- The new experienced and well-qualified leader for pupils who have special educational needs and/or disabilities, disadvantaged pupils and the most able, is improving the tracking of pupils' progress. She has also raised awareness of the inconsistency in the quality of support and interventions for these groups.
- School leaders have improved the way that pupils are taught phonics. Although the proportion of pupils achieving the expected standard in the Year 1 phonics screening check declined slightly in 2016, pupils in the early years and key stage 1 demonstrate clear strategies to help them to develop their early reading and writing skills quickly. However, many pupils further up the school do not receive sufficient adult support with their reading to enable them to make the progress expected.

- At the end of key stage 1, attainment in reading, writing and mathematics improved strongly in 2016. This represents good progress from pupils' starting points. Improved outcomes, and work in pupils' books in key stage 1, demonstrate that, as a result of better teaching and effective individual support, a higher proportion of pupils are now working at least at the standard expected of them.

Early years provision

Requires improvement

- Children join the Nursery and Reception classes with skills and abilities below those typical for their age. However, initial assessments of children are not always accurate. A small number of children are more able than their reports suggest.
- The proportion of children who reach a good level of development by the end of the early years is improving year on year. This rate of progress in children's learning and development means that almost two thirds are ready to start Year 1.
- Fewer boys than girls make good progress across all strands of learning. Until recently, systems for the assessment and monitoring of children's progress were not rigorous enough to detect differences in the outcomes of specific groups of children.
- Staff do not challenge stereotypical play quickly enough. Typically, boys role play car maintenance, wear overalls and ride on tricycles, while girls play in the kitchen, cook or push prams. This limits the opportunities for them to learn more about the wider world, people and communities.
- A significant proportion of children start Nursery and Reception with poorly developed speech and communication skills. Interesting themes are used well across the curriculum to maximise language development opportunities. As a result, children demonstrate early improvement in their speaking and listening skills. Children thoroughly enjoyed their stimulating activities based on the harvest festival theme. Children develop their vocabulary well and use accurate terminology while baking, making vegetable soup, working in their garden and weighing a variety of vegetables.
- Children settle quickly in the early years and they are happy and safe. Staff have high expectations which ensure that routines and good learning habits are established quickly.
- Staff are encouraging and enthusiastic. Their effective use of questioning and clear modelling of writing enable children to make rapid progress in their mark-making and letter formation.
- Parents are encouraged to participate in activities when they collect their children. This enables them to see the work that their children are doing. Children's learning journals are available to parents, but they do not always indicate the progress children are making alongside the photographs of their work. The new early years leader has recognised this and has introduced a more informative online assessment system.

School details

Unique reference number	132184
Local authority	Bradford
Inspection number	10012062

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	245
Appropriate authority	Local authority
Chair	Mrs Sandie Smith
Headteacher	Mr Duncan Grant (Executive headteacher), Ms Angela McHale (Headteacher)
Telephone number	01274 611 327
Website	www.holybrook.bradford.sch.uk
Email address	office@holybrook.bradford.sch.uk
Date of previous inspection	10–11 June 2014

Information about this school

- The school meets requirements on the publication of specified information on its website.
- The school is slightly smaller than 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.
- The proportion of pupils who have special educational needs and/or disabilities is above average. A small number of these pupils have an education, health and care plan.
- The proportion of disadvantaged pupils – that is, those pupils who receive support through the pupil premium funding – is above the national average.
- The school houses a behaviour support unit (Horizons), which serves all areas of Bradford.

- The school did not meet the government's floor standards in 2015.
- 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 executive headteacher. Some of the leadership responsibilities for Holybrook are held by staff from Parkland school.
- The federation will come to an end on 31 December 2016. A new governing body is being formed and will take responsibility for the school in January 2017.
- The school is currently being supported by St John's CE Primary School.
- There have been significant changes to the staffing of the school since the last inspection. A number of teachers have joined the school in the last two years.

Information about this inspection

- Inspectors visited all classes to observe lessons. Three observations were conducted jointly involving the headteacher and the executive headteacher.
- Inspectors observed the teaching of early reading skills and listened to pupils reading. They observed teaching in the behaviour support unit.
- Inspectors looked at examples of pupils' work in all classes, including the books completed by current Year 6 pupils last year, in order to obtain a view of teaching over time.
- Inspectors took account of 11 staff questionnaires and the school's own survey of pupils' views. There were 10 published responses to Ofsted's online questionnaire, Parent View.
- Inspectors observed the behaviour of pupils in classrooms, in the playground, in the dining hall and around the school.
- Inspectors examined a range of information and documentation for the school and the federation, including pupils' progress and attainment information.
- Inspectors visited the school's breakfast club and a school assembly.
- Inspectors met with representatives from the federation governors, including a member of the new governing body. Meetings were also held with several other leaders in the school and the local authority.
- Inspectors spoke with pupils about their work informally during lessons, and met with groups of pupils, including the house captains, to discuss their learning and listen to their views about their school.
- Inspectors also considered the views of those parents who contacted them during the inspection.

Inspection team

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