

Inspection of Holybrook Primary School

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

Inspection dates: 5 and 6 April 2022

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Early years provision

Outstanding

Previous inspection grade

Not previously inspected under section 5 of the Education Act 2005

What is it like to attend this school?

Pupils leave Holybrook ready for the challenges ahead, having benefited from an exceptional education that develops them academically and personally. There is an absolute commitment that all pupils, including those with additional needs, will access the wide range of opportunities provided. Where barriers exist, staff work relentlessly to remove them.

Pupils are taught to be aware of their own emotions and feelings. They learn to notice the signs that they are not feeling a hundred per cent and are taught strategies to help them cope. Relationships in school are very positive. Pupils watch out for each other. Bullying is extremely rare, but when it does happen, it is sorted out quickly and effectively.

Leaders are ambitious about what pupils will learn. Teachers have worked together to develop a curriculum that clearly sets out what pupils need to be successful. Pupils are positive and enthusiastic about sharing their ideas with each other in lessons.

Adults in school ensure that pupils are involved in learning beyond the school site. Pupils benefit from a wide range of carefully planned educational visits that are matched to what they are learning in the classroom. For example, in Year 5, pupils visit RHS Harlow Carr gardens as part of their 'growing the future' unit.

Staff work highly effectively to deliver a curriculum that helps pupils understand their place in the world as active citizens. Through weekly assemblies and classroom debates, and through holding secret ballots, pupils learn how they can use their collective voice to influence decisions that others make.

What does the school do well and what does it need to do better?

Leaders have carefully identified the key knowledge that they want pupils to know, and by when, in each subject. There is 'joined-up thinking' about what pupils will learn from the moment they start in Nursery through to the end of Year 6.

Subject leaders are very well supported. They receive subject-specific professional development through involvement in subject associations. They are given time to visit lessons and work directly with teachers.

The strength of curriculum thinking, and subject-specific training, help teachers teach highly effective lessons. They know what pupils have studied previously, check carefully that it has been remembered and make necessary adjustments to their teaching. As a result, pupils are well prepared for the next stage of their learning.

Staff in school share a commitment that all pupils have an entitlement to study the full curriculum. Appropriate support is given to pupils with additional needs,

including in the Horizons centre, to allow this to happen. This is highly effective in supporting pupils with additional needs to learn effectively.

Leaders have planned the subject-specific vocabulary they want pupils to learn each year. Teachers model it carefully in lessons and provide multiple opportunities for pupils to practise using it. For example, in a Year 1 mathematics lesson, the teacher carefully modelled the use of 'greater than' when using a set of balance scales. Pupils practised using this vocabulary through 'partner talk'. This focus on language development leads to pupils using sophisticated language when talking, and writing, about what they have learned.

Adults are aware that the youngest pupils in school have spoken with many fewer people than normal during the COVID-19 pandemic. This has restricted early vocabulary development for some pupils. Leaders have identified addressing this gap as a core priority. In Nursery and Reception, adults are exceptionally effective at developing pupils' vocabulary.

Reading is prioritised by leaders. All teachers and support staff have received phonics training. The phonics programme is thoroughly embedded and taught with consistency. Pupils talk about reading opening the door to future learning. They delight in talking about books they have read covering a wide range of authors and genre.

Pupils are taught how to moderate their own behaviour. They are taught how to be aware of the signs of stress and how to manage this in different situations. Inspectors saw many examples of pupils using techniques they have explicitly been taught.

The education pupils receive extends far beyond the academic. For example, through a personal, social and health education (PSHE) curriculum that is planned from Nursery through to Year 6, pupils learn about equality and diversity. Pupils initially learn to appreciate what makes them special, before moving on to celebrating what makes others unique and, later, learning about the legal position regarding protected characteristics.

Leaders ensure that staff have the necessary time and support to undertake their roles to a high standard. Without exception, staff are proud to work at Holybrook Primary School.

Trustees and governors have a strong understanding of the priorities of the school. They collect evidence from a range of sources to provide appropriate challenge and support for leaders.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have ensured, through frequent training, that all staff know the risks that pupils may face. Staff are clear about their responsibility to report concerns, no matter how small, to the designated safeguarding leader (DSL).

Processes exist to ensure that information is quickly evaluated. Appropriate next steps are taken, including involvement of outside agencies where necessary, to ensure that pupils are safe. Where necessary, leaders challenge outside agencies to ensure that everything possible is done to keep pupils safe.

Pupils are taught about the risks they face as they grow up, including online. They are clear about how to keep safe and how to respond if they ever feel at risk. Pupils feel confident that there are adults in school they can speak to if they have worries or concerns.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	145303
Local authority	Bradford
Inspection number	10227639
Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	233
Appropriate authority	Board of trustees
Chair of trust	Trevor Evans
Headteacher	Chris Lloyd (Headteacher) Christabel Shepherd (Executive Headteacher)
Website	www.holybrookacademy.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Exceed Academies Trust.
- The school opened in December 2017.
- The school has a nursery.
- The proportion of pupils eligible for free school meals is well above the national average.
- The proportion of pupils receiving special educational needs and/or disabilities support is well above the national average.
- The school has resourced provision (Horizons) for up to 16 pupils with social, emotional and mental health needs.

Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held discussions with: the head of school; the executive headteacher; the special educational needs coordinator and the leader of the Horizons provision; the leader in charge of the PSHE curriculum; the DSL; a group of governors; the chief executive officer of the Exceed Academies Trust and a trustee.
- Inspectors met the early years leader, visited the Nursery provision and Reception and spoke with children.
- Inspectors took account of a wide range of documentary information, including school policies, school self-evaluation, records of behaviour and attendance, internal and external reviews, minutes from governing body meetings and information regarding safeguarding processes.
- Inspectors carried out deep dives into reading, mathematics, history and science. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work. An inspector listened to pupils reading.
- Inspectors reviewed curriculum planning documents in geography.
- Inspectors visited the breakfast club and observed pupils at break, lunchtime and when moving around school.
- Inspectors spoke to teachers, teaching assistants and support staff over the course of the inspection and considered 34 responses to the staff survey.
- Inspectors spoke to parents at the end of the school day and reviewed the 35 responses to the Ofsted Parent View survey.
- Inspectors met formally with groups of pupils and spoke to others informally throughout the inspection. An inspector met with the school's pupil council.

Inspection team

Steve Wren, lead inspector

Her Majesty's Inspector

Annali Crawford

Ofsted Inspector

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