

# Inspection of a good school: Rainbow Primary Leadership Academy

Nelson Street, Bradford, West Yorkshire, BD5 0HD

---

Inspection dates:

5 and 6 July 2022

## **Outcome**

Rainbow Primary Leadership Academy continues to be a good school.

## **What is it like to attend this school?**

All members of this school community feel part of the 'Rainbow family.' Pupils understand the school STAR values of service, teamwork, ambition and respect. Pupils feel safe. If they have any worries, they have the confidence to tell an adult who will help. Bullying rarely happens but, when it does, adults deal with it effectively.

Pupils are polite, respectful and considerate to others. They look for opportunities to carry out small acts of service. For example, holding doors open for others and helping their peers during lessons.

Staff consistently apply the behaviour policy. They praise positive behaviours that pupils demonstrate. Pupils learn the important things to help them behave. For example, staff say, 'line up to show up' and 'tidy hands'. All pupils understand what these mean. As a result, behaviour is calm and orderly. Parents are positive about the school.

Leaders are ambitious for pupils. Their work has a positive impact on the experiences of pupils. The significant number of pupils who have come to the school after the start of the school year is a challenge for leaders. However, they face this challenge with enthusiasm and make sure that new starters are warmly welcomed and supported to be successful.

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

Leaders are ambitious about the curriculum that they want pupils to learn. The curriculum has been developed significantly over the last year. Teachers deliver the curriculum in a consistent way. Teachers have strong subject knowledge. In lessons, they adapt their teaching based on what pupils say and what pupils need more help with. There are systems in place to check what pupils know. Teachers give pupils regular opportunities to recall what they have learned earlier in lessons or in lessons which have come before. However, in some subjects such as history, the precise knowledge leaders want pupils to learn is not clearly defined.

Leaders have prioritised reading for all pupils. Pupils have many different opportunities to read a range of books. Pupils enjoy reciting poems fluently. All pupils have the opportunity to learn a class poem. Staff receive training that supports them to deliver their phonics programme with consistency and precision. Pupils read books that match the sounds they are learning. Pupils receive extra sessions if they need support, which help them to catch up quickly. Leaders check how well pupils who are new to the school can read. If needed, they are given support. As a result, pupils can read fluently and enjoy reading. As one pupil said, 'Reading is important in this school'.

Leaders have thought carefully about how they can give pupils rich, wider experiences in school. Pupils develop strong characters because of what they are taught and the role models they are surrounded by. Pupils learn about how they can live the school values in their own lives through STAR assemblies. Staff model these values to pupils. Pupils, including those with special educational needs and/or disabilities (SEND), have opportunities to contribute to their school and community by applying for and working in leadership roles, such as litter pickers, school council, reading buddies and playground buddies. Pupils regularly represent the school at sporting competitions and have access to a range of clubs and activities that take place after school. Leaders have ensured that all pupils, including the most vulnerable, have access to these clubs.

Leaders have high expectations for pupils with SEND. Leaders set clear targets and provide support which help pupils to learn. Leaders regularly check that pupils with SEND are making progress and that the support they are getting is matched to their needs. Teachers adapt their teaching to support all pupils, including those with SEND, to achieve.

Pupils in Reception get a good start to their education. The phonics curriculum is taught well to help them read with fluency as quickly as possible. The mathematics curriculum gives pupils a good start in understanding numbers.

Leaders at all levels support staff well. There have been significant changes since July 2021, but these changes have been managed carefully. Staff say that being part of the trust is having a positive effect on pupils' experience in school and helps with staff workload and well-being.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding in school. Staff understand how the context of the school affects their work. There are clear systems in place for recording any safeguarding concerns and these are followed up effectively. Leaders make sure that pupils and families get the help they need. They use external agencies to support pupils when necessary.

Pupils are taught how to keep themselves safe online. Visitors such as the police and road safety experts give pupils additional knowledge about how to keep safe. For example, pupils learn about knife crime and gangs and how to manage situations.

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

### (Information for the school and appropriate authority)

- In some subjects such as history, the precise knowledge leaders want pupils to know is not clear. There are some inconsistencies in how pupils build their knowledge over time. Leaders should ensure that the precise knowledge they wish pupils to learn in all subjects is clearly defined.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the predecessor school, Rainbow Primary School, to be good in February 2013.

## 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

<b>Unique reference number</b>	137320
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10227142
<b>Type of school</b>	Primary
<b>School category</b>	Academy free school
<b>Age range of pupils</b>	5 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	318
<b>Appropriate authority</b>	Interim executive board
<b>Chair of trust</b>	Kamruddin Kothia OBE, DL
<b>Principal</b>	Jonathan Harris
<b>Website</b>	<a href="http://www.rainbowprimary.com">www.rainbowprimary.com</a>
<b>Date of previous inspection</b>	4 April 2017, under section 8 of the Education Act 2005

## Information about this school

- The school was re-brokered to STAR Academies Multi Academy Trust on 1st July 2021.
- The current principal was appointed in July 2021.
- The school does not use any alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The lead inspector discussed the impact of the pandemic with leaders and has taken this into account in the evaluation of the school.
- The lead inspector spoke to senior leaders and members of the interim executive board, including the chair.

- The lead inspector spoke to the chief executive officer of the trust and the executive director of education.
- The lead inspector met with the safeguarding team and spoke to pupils and staff about the safeguarding practices in the school.
- The lead inspector met with the special educational needs coordinator to discuss the provision for pupils with SEND.
- The lead inspector carried out deep dives in maths, early reading and history. For each deep dive, the lead inspector discussed the curriculum with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of work.
- The lead inspector evaluated responses from parents to Ofsted's online survey.

### **Inspection team**

Liam Colclough, lead inspector

Her Majesty's Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk).

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit [www.nationalarchives.gov.uk/doc/open-government-licence/](http://www.nationalarchives.gov.uk/doc/open-government-licence/), write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: [psi@nationalarchives.gsi.gov.uk](mailto:psi@nationalarchives.gsi.gov.uk).

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates:  
<http://eepurl.com/iTrDn>.

Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 1231  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
W: [www.gov.uk/ofsted](http://www.gov.uk/ofsted)

© Crown copyright 2022