

# Inspection of a good school: Hollingwood Primary School

Hollingwood Lane, Bradford, West Yorkshire BD7 4BE

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Inspection dates:

21 and 22 September 2022

## **Outcome**

Hollingwood Primary School continues to be a good school.

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

Pupils love coming to this welcoming school. Parents and carers value the quality of care and education that pupils receive. Rates of attendance are high. Leaders make sure that pupils' safety is a high priority.

Pupils are cheerful and friendly as they move around the school with their friends. They love learning and behave well. Pupils speak enthusiastically about their lessons. For example, they love to tell visitors about their favourite authors and the books that they have read.

Pupils know the difference between friends having a minor disagreement and bullying. They say bullying does not really happen often in school. Adults have ensured that this school is highly inclusive. Pupils welcome everyone into their happy school.

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

A very cohesive and reflective leadership team lead this school. Leaders, including trustees, share an ambitious vision for the provision of high-quality education to all pupils. Staff feel well supported by leaders. They know leaders value their ideas and opinions. Staff appreciate that leaders take steps to lessen their workload when they can.

Subject leaders are knowledgeable. They aim to ensure that the curriculum they are planning is the best it can be for pupils. The sequencing of knowledge in many subjects, including history and science, is precise. Pupils build their knowledge from the early years to Year 6. Teachers know exactly what pupils need to learn. Pupils understand how their learning links to previous learning. Teachers make sure that pupils with special educational needs and/or disabilities are well supported. They provide extra adult support and make adaptations to pupils' work when needed. The teaching of mathematics is a strength. Pupils develop a love of mathematics. They speak with confidence about the knowledge they have learned.

In some subjects, the planning of curriculum content is at an earlier stage of development and the next steps in learning are not as well mapped out.

Leaders make learning to read well a priority for all pupils. Pupils love to read, and they read or are read to throughout the day. Pupils choose books that interest them from a rich and varied selection. A phonics programme has recently been introduced. Leaders have trained staff in how to teach this scheme and purchased books to support the scheme. Staff are passionate about making sure pupils quickly and successfully learn to read. They teach pupils well. There is a focus on the importance of rich and relevant books linked to learning across all subjects. Pupils read increasingly complex texts as they get older. Teachers make sure that all pupils can benefit from the same choice of books.

Children in the early years settle quickly into school. The environment is well resourced and inviting. Teachers know the importance of the interactions they have with children. They take every opportunity to extend children's vocabulary and develop their social skills. The early years curriculum provides children with essential foundations for future learning. Pupils are enthusiastic about the extra activities and experiences they can take part in. For example, pupils thoroughly enjoyed the visit from the 'plumber drummer'. They relished their visits to Chester Zoo and the Houses of Parliament. Year 6 pupils are looking forward to their upcoming residential trip. Pupils learn about their options for future careers. The 'World Job' workshop helped to raise pupils' aspirations about the opportunities that will be available to them in the future.

The COVID-19 pandemic and related staff absence has reduced the number of clubs that the school has been able to offer during recent years. However, a variety of clubs and activities have re-started this term.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a strong culture of safeguarding. Staff receive regular training. Leaders check that staff understand the signs that may indicate a child is at risk from harm. Staff know how to report concerns. They know who to turn to for advice or to speak to about their concerns. Pupils learn how to keep themselves safe. For example, they learn how to stay safe online and what to do when crossing the road. Pupils know that teachers and people, like the 'Lollipop Man', are there to keep them safe.

Leaders work with families and other agencies to support vulnerable pupils.

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

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

- In some foundation subjects, leaders have not mapped out what pupils need to learn as clearly as in others. In these subjects, pupils do not build their learning as well as they do in other areas of the curriculum. Leaders should develop the curriculum more

fully in these subjects to enable pupils to reach equally ambitious end points across all subjects.

## 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 an ungraded inspection and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the predecessor school, Hollingwood Primary School, to be good in November 2017.

## 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.

## 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>	144860
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10241383
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	Mixed
<b>Number of pupils on the school roll</b>	472
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Nick Briggs
<b>Headteacher</b>	Jonathan Duke
<b>Website</b>	<a href="http://www.hollingwood.org">www.hollingwood.org</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- Hollingwood Primary Academy converted to become an academy school in June 2018. When its predecessor school, Hollingwood Primary School was last inspected by Ofsted it was judged to be good overall.
- The school has a resourced provision for pupils with social, emotional and mental health needs. All pupils attending the provision have an education, health and care plan. There are currently eight pupils attending this provision, which is located on the site and is managed by Bradford local authority.
- The school does not use alternative provision.

## Information about this inspection

- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with leaders and has taken that into account in their evaluation of the school.

- The inspector met throughout the inspection with senior leaders, including the headteacher. She also met with subject leaders and trustees, including the chief executive officer.
- The inspector carried out deep dives in reading, mathematics and physical education. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector also met with subject leaders for history, science and geography and the early years leader.
- The inspector heard pupils read to a familiar adult and spoke to pupils during their breaktimes as well as in more formal meetings.
- Discussions were held with the safeguarding team, including the designated safeguarding lead and various members of staff to consider the culture of safeguarding within the school. Checks were also made on recruitment documentation.

### **Inspection team**

Jo Sharpe, lead inspector

Ofsted Inspector

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