

# Inspection of a school judged good for overall effectiveness before September 2024: Brackenhill Primary School

Dracup Road, Great Horton, Bradford, West Yorkshire BD7 4HA

Inspection dates:

12 to 13 November 2024

## Outcome

Brackenhill Primary School has taken effective action to maintain the standards identified at the previous inspection.

## What is it like to attend this school?

The school works with pupils and families to achieve success for everyone. The school has created a learning environment where all pupils flourish. There is a culture of high expectation which is evident in pupils' work and their positive attitudes to learning. Pupils with special educational needs and/or disabilities (SEND) achieve well alongside their peers. Achievement is high across a range of subjects. In early years, children develop the strong foundations they need for future learning. They are well prepared for Year 1. Pupils leave the school with the knowledge and skills they will need for secondary education.

Relationships between adults and pupils are very strong. Adults are excellent role models. Pupils are well behaved. They listen to their teachers in lessons and move around the school in a calm and orderly manner. They play happily together at social times.

Pupils feel safe in school. They know who to talk to if they have any concerns and value the ways that staff help them. Pupils have access to wide-ranging pastoral support. One parent reflected the views of many when they stated, 'this is a fantastic school and a great supportive environment for my children'.

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

The school has designed a curriculum which sets out what pupils should learn step by step from the early years through to Year 6. The curriculum ensures that pupils have lots of opportunities to revisit what they have learned and build on what they already know. For example, in geography, pupils in Year 5 use their knowledge about the physical features of a landscape to discuss how these have impacted on the way people live in Hong Kong. Pupils in Year 6 applied their knowledge of equivalent fractions when subtracting fractions with different denominators. In some subjects, teachers do not

routinely check whether pupils have secured new learning. The school has recently introduced training for teachers to help them find the best ways to check what pupils know and can do. This work is new and not currently consistent across all subjects.

Reading is a priority in this school. Children learn to read as soon as they start in Reception. The phonics programme is led well. Staff have all received training to ensure they teach phonics consistently. They provide extra help for pupils who fall behind so that they can catch up with their peers. Pupils who speak English as an additional language are also provided with intensive support. There are attractive reading areas in classrooms and the school encourages pupils to read often. Pupils have very positive attitudes towards reading, and speak with enthusiasm about their favourite authors.

The school is quick to identify the needs of pupils with SEND. To remove barriers to learning, these pupils have access to adapted resources and additional support. Pupils with SEND thrive at Brackenhill and the school encourages them to become independent in their learning.

Children in the early years make a very positive start to school. Adults are very caring and help them develop their communication and language skills. There is a real buzz of excitement as children learn. Children were totally focused when counting how many bricks were in a tower which was the same height as themselves. They enjoy performing nursery rhymes while standing on the outdoor stage. The school works closely with parents and carers. It organises a range of workshops which helps parents to support their children's learning at home.

Pupils learn how to keep themselves safe in a range of situations outside of school, including when online. The school provides many opportunities for pupils to develop leadership skills and to become active citizens. Pupils know they can make a difference in school, the local community and in the wider world. Pupils are very respectful and tolerant of others. They value and understand everyone's differences. One pupil stated, 'we welcome everybody because no one should feel left out'. Pupils can access a range of clubs. At times, the school does not do all it can to ensure that all pupils benefit from these opportunities.

The school continually emphasises the importance of regular attendance. It identifies quickly any pupils who are at risk of poor attendance and provides effective support. Over time, this has led to improvements in pupils' rates of attendance.

Through prioritising pupils' education and well-being, leaders have sustained the school's performance. The governing body knows the school well. Governors have the expertise needed to hold leaders to account. Staff benefit from training and careful consideration of their workload. They support each other and work very well as a team.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, teachers do not check what pupils know and can do with enough rigour. As a result, some pupils have gaps in their knowledge or misconceptions that teachers do not pick up on and address. The school should ensure that teachers know the best ways to systematically check that pupils have secured their learning before moving on.
- The school does not ensure that all pupils, including the most disadvantaged, have access to the range of extra-curricular activities it offers. This means that some groups of pupils miss out on opportunities to further develop their talents and interest. The school needs to ensure that all pupils are able to get the most from the school's extra-curricular offer.

## Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. 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's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection 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 school to be good for overall effectiveness in July 2019.

## 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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	107250
<b>Local authority</b>	Bradford
<b>Inspection number</b>	10322937
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	453
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Julie Hields
<b>Headteacher</b>	Nair Ishtiaq
<b>Website</b>	<a href="http://www.brackenhill.bradford.sch.uk">www.brackenhill.bradford.sch.uk</a>
<b>Dates of previous inspection</b>	4 to 5 July 2019, under section 5 of the Education Act 2005

## Information about this school

- Since the previous inspection, there has been a change in leadership at the school. The headteacher took up their post in September 2021.
- The school uses one registered provider of alternative provision.

## Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher and other senior leaders. The inspector met with members of the governing body and a representative from the local authority.
- The inspector visited a sample of lessons, spoke to some pupils about their learning and looked at samples of pupils' work.

- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector reviewed the responses to the online survey for staff and pupils. The inspector also considered the views shared by parents through Ofsted's online survey, Ofsted Parent View.

### **Inspection team**

Andy Taylor, lead inspector

Ofsted 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 2024