

Holybrook Primary School

Inspection report

Unique Reference Number	132184
Local Authority	Bradford
Inspection number	315954
Inspection dates	27–28 September 2007
Reporting inspector	Fiona Gowers

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 on roll	
School	194
Appropriate authority	The governing body
Chair	Mr Neville Cox
Headteacher	Mr David Jones
Date of previous school inspection	7 July 2003
School address	Rillington Mead Greengates Bradford West Yorkshire BD10 0EF
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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

This average-sized primary school serves an area with a significant level of social and economic disadvantage. It is part of the national Excellence in Cities (EiC) initiative, which aims to raise standards and overcome barriers to learning. The proportion of pupils eligible for free school meals is well above average. Most children are White British. A very small number of pupils are from a minority ethnic heritage but very few are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities (LDD) is well above average. The school has a Behaviour Support Centre on the site, supporting children from other schools.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

Holybrook Primary is a good school, which amply lives up to its aim to be a place, 'where children learn in an atmosphere of courtesy, kindness and respect'. It provides outstanding care, guidance and support, helping its pupils develop excellent personal and social skills. All staff have high expectations of the pupils in their care. The view of one parent that, 'all children are given the chance to shine', sums up the opinions of others and reflects the nature of the school very well. The headteacher fosters strong relationships and inspires everyone by his passion to further improve what the school provides for its pupils. The school is too modest in its assessment of how good it is, illustrating its desire to be better still.

Children enter school with very low levels of attainment, especially in their language development. As a result of good leadership and management and the rigorous monitoring of teaching and learning, the quality of teaching has improved. Standards have improved over the last three years. At the end of Year 6 standards are broadly average overall, although standards in writing still remain below average. Most pupils make good progress and achieve well because of the good teaching they receive. A close eye is kept on pupil performance and very effective support is provided for any pupils who may be making weaker progress. The school recognises there is still further work to be done for pupils to achieve more in writing and in developing their speaking and listening skills. Some effective teaching features good challenge to pupils to think, talk and develop their own ideas. This approach helps them improve their speaking and listening abilities and also helps them improve the quality of their writing. However, pupils make less progress in lessons where they do not have these opportunities. Some writing tasks do not offer sufficient challenge to pupils.

The curriculum is good and has been much enhanced by the new computer suite, which is used well to support learning throughout the curriculum. Pupils greatly appreciate the wide range of educational visits and visitors into school. For example, pupils' learning was brought to life when they had the opportunity to interview people who lived through the Holocaust. The school works tirelessly to obtain extra funding to improve the learning environment. Recently, pupils on the school council acted with great confidence and maturity, by giving a presentation in front of a community panel to bid for extra funding. They were successful and were able to buy some new equipment for younger pupils at school.

Effectiveness of the Foundation Stage

Grade: 2

When they join the Nursery, children's skills are generally very low and many children have poor language development. They settle very well into the happy, calm environment, helped by the very good relationships with parents and carers. Children make satisfactory progress in the Nursery and go on to make more rapid progress in the Reception class, due to the wide range of stimulating and meaningful learning activities. For example, in the Reception class they worked with enthusiasm to plan and perform their own puppet show, which involved writing invitations and making tickets. Children are not able to learn as much from their outdoor activities, as they are not so well planned and focussed as the activities indoors. Foundation Stage children make particularly good progress in personal and social skills, developing very positive attitudes to support their learning higher up the school.

What the school should do to improve further

- Raise standards of attainment in writing.
- Improve the quality of speaking and listening activities, in line with the best practice in school.

Achievement and standards

Grade: 2

In Years 1 to 6 standards fluctuate from year to year because of the differing attainments of the small year groups. Pupils enter Year 1 with well below average levels of attainment. Standards shown in the tests at the end of Year 6 have risen steadily over the past three years. The 2007 test results maintain this trend and show broadly average overall standards, although standards in writing throughout the school remain lower. The proportion of pupils achieving above the national expectations, although small, is starting to increase. Year 2 standards improved in 2006 to just below average. However, in 2007, Year 2 results fell, largely a result of the significant proportion of the class having LDD. School assessments confirm that from a very low starting point most pupils make good progress overall, due to the good teaching they receive. However, in some lessons pupils make less progress in writing and in speaking and listening when they do not receive opportunities to think, talk and develop their own ideas. Very successful strategies are in place to help pupils with LDD achieve as well as others. The school meets the needs of all pupils equally well.

Personal development and well-being

Grade: 1

Pupils' spiritual, moral, social and cultural development is very strong. They are very polite, extremely well behaved and have very positive attitudes to learning, being keen to be on the headteacher's roll of honour and receive the star pupil award. Pupils show a high level of enjoyment in all school activities and are justifiably proud of their school. They are able to reflect on issues relevant to their own lives and are developing a wide range of important life skills. For example, pupils listen carefully to others and work effectively together as a team on the school council. They are keen to improve the school and local community. Younger pupils act as 'pirate captains' to help each other learn and many have planted flowers to enhance the environment. Attendance is broadly average and improving. The school is doing all it can to maintain a positive trend, by working very closely with parents and rewarding good attendance. Pupils clearly show they know how to stay fit and healthy in a film they made with Bradford Bulls rugby club. The film was subsequently shown in the House of Commons!

Quality of provision

Teaching and learning

Grade: 2

Pupils learn well because of good and purposeful teaching. Teachers have a clear commitment to helping pupils succeed and have established very good, respectful relationships with them. As a consequence, pupils behave very well and very little time, if any, is wasted in lessons. Pupils with LDD make good progress, as a result of the very good support they receive from knowledgeable and committed teaching assistants. Teachers know their subjects well. They plan a wide variety of activities to help make lessons enjoyable and fun. 'We really like our

lessons because we do lots of interesting things.' said a group of older pupils. In the best lessons, teachers use effective questioning techniques to really make the children think and give extended, reasoned answers. Where this is not the case, pupils' speaking and thinking skills are not consistently challenged. There is limited opportunity to share the best practice of speaking and listening activities throughout school, to help all pupils improve their skills. Teachers' increasingly effective use of assessment data and targets in their planning is supporting rising standards in numeracy and science, as work becomes more closely matched to pupils' differing needs and abilities. However, writing activities do not consistently provide pupils with the same level of challenge, so they are not able to make as much progress.

Curriculum and other activities

Grade: 2

The good curriculum meets statutory requirements and the needs of all pupils, including those with LDD. Provision for science and numeracy is good, especially following the introduction of the snappy 'Numbler Rumbler' sessions. The school is working hard to improve the quality of literacy-based learning activities to raise standards further. Facilities for information and communication technology (ICT) are good; teachers and pupils use them effectively across a range of subjects to support learning. Pupils really enjoy the topic based afternoon curriculum, which they find both enjoyable and 'fun'. Key Stage 2 pupils particularly appreciate their opportunities to learn French. More vulnerable pupils, who may be at risk of disaffection, are offered a more personalised curriculum to maintain their interest and commitment to school life. The school offers an extensive range of enrichment activities to support pupils' personal development and well-being. These activities play a very significant role in developing pupils' interest in the world around them, their health and their levels of self-esteem.

Care, guidance and support

Grade: 1

As part of the national EiC initiative the school benefits greatly from the services of a learning mentor, who works closely with staff in school to provide an outstanding level of care and guidance. This supports pupils' personal development very well and parents agree that this is a real strength of the school. For example, a typical comment is, 'I am happy knowing that my children are so well looked after and safe in school.' Secure procedures for protecting children are in place. Attention to health and safety matters is meticulous. The school knows its pupils very well. A priority for the school is the early identification of vulnerable pupils and those with LDD so that, where necessary, the school can call on its excellent partnerships with outside agencies to support them. The school is particularly successful in including fully those with other barriers to learning in all the school provides. Pupils in the Behaviour Support Centre benefit greatly from a carefully structured programme, helping them understand how to keep safe and to deal with their own feelings. The school is using assessment data increasingly to good effect to track, monitor and support pupils' academic progress with the result that standards and achievement are improving.

Leadership and management

Grade: 2

'Learning for Life' sums up the school ethos. Raising levels of achievement as well as enhancing the personal development and well-being of every pupil remains at the heart of everything the

school does. Staff have high expectations of pupils, being readily prepared to 'go the extra mile' in their care, guidance and support. The headteacher provides inspirational leadership. He is well supported by a skilled leadership team and has successfully harnessed a hardworking staff team towards continued school improvement. There has been some positive leadership in numeracy, literacy, science and ICT, but the leadership of some subjects is still being developed. Governors are committed to the school and local community and fulfil their responsibilities. The school is aware of its strengths and areas for development. After thorough analysis of school data, clear priorities for further improvement have been identified. Raising standards in writing has been correctly identified as an area for development. Effective action has raised standards in writing but they still remain below average. Good improvements since the last inspection include the development of a rigorous tracking system, which is raising achievement, and the development of an innovative curriculum, which is successfully motivating children to learn. These improvements show that the school has good capacity to improve further.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	1
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and disabilities make progress	2

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	2
How well learners enjoy their education	1
The attendance of learners	3
The behaviour of learners	1
The extent to which learners make a positive contribution to the community	1
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	1

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Annex A

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Thank you very much for welcoming us and helping us with our work when we visited your school. We enjoyed meeting you and talking with you. You are right to be proud of your school and your parents are pleased that you go there. These are some things that we found are best about your school.

- You are very well behaved and polite.
- You work very hard and are making good progress with your work.
- We like the way you are encouraged to have a say in what goes on at school both in lessons and through the school council.
- You have an inspirational headteacher and good teachers at school.

The adults at school look after you very well and they are very good at giving you the help that you need. We have asked them to help you reach higher standards in your writing and to include more speaking and listening activities in lessons.

Thank you again for helping us so much with the inspection at school. Keep working hard and enjoying 'Learning for Life' at school!

We wish you well in the future.