

# Inspection of a school judged outstanding for overall effectiveness before September 2024: Barkerend Primary Leadership Academy

Hendford Drive, Pollard Park, Bradford, West Yorkshire BD3 0QT

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Inspection dates:

17 and 18 June 2025

## Outcome

Barkerend Primary Leadership Academy has taken effective action to maintain the standards identified at the previous inspection.

The principal of this school is Ann Winter. This school is part of Star Academies, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Sir Mufti Hamid Patel CBE, and overseen by a board of trustees, chaired by Kamruddin Kothia OBE DL.

## What is it like to attend this school?

Pupils thrive at this school. The school has high ambitions and an unwavering commitment to excellence. Pupils consistently meet these ambitions and achieve very well.

Skilled and dedicated staff address behaviour needs with clarity, fairness and consistency. As a result, the school is a respectful and conducive learning environment where positive behaviour is the norm.

A wide range of leadership roles allows pupils to take responsibility and make a positive difference in the school community. These include eco-warriors, school council and mental health ambassadors. Numerous extra-curricular clubs help pupils discover and develop their talents and interests beyond the classroom. These talents are showcased regularly. This includes competing in sporting competitions and participating in musical performances.

The school forges strong community links that enrich pupils' personal development. Pupils regularly raise money for local charities, fostering empathy and a sense of social responsibility. Frequent visits to the neighbouring care home are meaningful and help pupils become thoughtful, active citizens.

Pupils build their resilience and independence. For example, they take part in multiple residential trips to outdoor activity centres. Pupils return with increased self-belief, often expressing pride in achieving more than they thought possible. This positive mindset supports their wider learning and personal growth.

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

Phonics teaching is a strength of the school. Staff are well trained and expertly teach the school's phonics programme. Staff frequently check pupils' phonics knowledge. This information is used to address any gaps in pupils' understanding effectively. The school's clear and structured approach to early reading ensures that all pupils gain the skills they need to become confident, fluent readers. Even those who find reading more challenging develop a love of books.

The curriculum is carefully designed to ignite pupils' interest and provide meaningful opportunities for development across subjects. New learning is introduced in an engaging and purposeful way. Pupils then practise and explore using this understanding to deepen and extend their knowledge. For example, in history, pupils first develop a secure understanding of key concepts and events before extending this through investigating a range of sources. As a result, pupils are knowledgeable. The work they produce across the curriculum is of a high standard.

Pupils' special educational needs and/or disabilities (SEND) are identified quickly. The school clearly understands each pupil's specific needs and how these should be met. Staff are knowledgeable and adapt the curriculum effectively in ways that are just right for each pupil. As a result, pupils with SEND successfully access the curriculum.

Pupils behave extremely well in classrooms. Over time, pupils develop strong learning habits, and these behaviours become deeply embedded. The school's nurturing environment fosters pupils' intrinsic motivation to learn more, take pride in their development and strive for success. The school works with pupils and families to ensure that they understand the importance of attending school regularly. These approaches have a clear impact. As a result, pupils' attendance is positive.

The early years provision ensures that children get the best possible start to their education. A strong focus on developing speech and language is evident throughout all activities. Adults model language precisely and use questioning effectively to extend pupils' thinking and encourage confident expression. The school provides a range of thoughtfully designed opportunities that enable children to develop their independence, curiosity and the foundations of knowledge that they need for their next steps. This skilled approach supports children's early learning exceptionally well. As a result, children are very well prepared for the next stage of their education in Year 1.

The school is strongly committed to pupils' broader development. Pupils have a secure understanding of fundamental British values and demonstrate a mature awareness of why these are important in society. Pupils learn how to recognise healthy and unhealthy relationships and can confidently explain how this helps them stay safe.

Leaders, including trust leaders, have created clear systems to regularly review the curriculum and school practices. The school's ambitious approach helps to ensure that each aspect of the school's provision is closely monitored and continuously improved. At the same time, the systems cultivate a culture that is proactive, open and collaborative. Staff at all levels feel empowered to reflect, share ideas and work together to make meaningful improvements. This ensures that the school consistently maintains the high quality of education and support for pupils.

Governors, including representatives from the trust, have a clear understanding of the school's strengths and areas for development. They provide effective support and challenge to school leaders. Governors are well informed and fulfil their roles and responsibilities well.

## **Safeguarding**

The arrangements for safeguarding are effective.

## **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 outstanding 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 outstanding for overall effectiveness in May 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>             | 142836                                                                 |
| <b>Local authority</b>                     | Bradford                                                               |
| <b>Inspection number</b>                   | 10346583                                                               |
| <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>Number of pupils on the school roll</b> | 570                                                                    |
| <b>Appropriate authority</b>               | Board of trustees                                                      |
| <b>Chair of trust</b>                      | Kamruddin Kothia OBE DL                                                |
| <b>CEO of the trust</b>                    | Sir Mufti Hamid Patel CBE                                              |
| <b>Principal</b>                           | Ann Winter                                                             |
| <b>Website</b>                             | <a href="http://www.barkerendprimary.com">www.barkerendprimary.com</a> |
| <b>Dates of previous inspection</b>        | 9 and 10 May 2019, under section 5 of the Education Act 2005           |

## Information about this school

- The school does not use alternative provision.
- The school is part of Star Academies.
- The school has a breakfast club, overseen by the governing body.

## 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. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- The inspector met with the principal and members of the senior leadership team.
- The inspector met with a representative of the CEO and representatives of the governing body.

- 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 considered the responses to Ofsted's online surveys for pupils, staff and parents. This included any free-text responses in Ofsted Parent View.

### **Inspection team**

Andrew Yeomans, lead inspector

Ofsted Inspector

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