

Brotherton and Byram Community Primary School

Low Street, Brotherton, Knottingley, West Yorkshire, WF11 9HQ

Inspection dates 30 April 2013–1 May 2013

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Inadequate	4
Achievement of pupils		Inadequate	4
Quality of teaching		Inadequate	4
Behaviour and safety of pupils		Inadequate	4
Leadership and management		Inadequate	4

Summary of key findings for parents and pupils

This is a school that requires special measures.

- Attainment at Key Stage 1 has fallen every year since the school's last inspection, and is now exceptionally low in writing and reading.
- Attainment has also fallen significantly at the end of Key Stage 2 and is exceptionally low in English and below average in mathematics.
- Across the school, too many groups of pupils make inadequate progress from their starting points.
- In 2012, the proportion of pupils making the progress that is expected by the end of Year 6 was too low in reading and too few pupils did better than expected in mathematics.
- The quality of teaching varies considerably and too much is inadequate, adversely affecting the progress made by pupils.
- Some teachers do not plan their lessons well enough. Consequently, more-able pupils do not have suitably challenging work.
- Some lessons move on at such an excessive pace that some pupils struggle to keep up and are left confused.
- Teachers do not always check the progress pupils are making in lessons and as a result, pupils often achieve little. .
- Attendance has fallen since the last inspection and is now below average. There is a number of pupils who are absent from school for far too many days.
- Behaviour in some lessons is not good enough and a minority of pupils disrupt the learning of others.
- Leaders, including governors, have not ensured teaching is good enough. They do not have effective systems to track progress or check attainment. As a result, their view of the school's performance is inaccurate.
- Plans for the future lack rigour and the school's effectiveness is not improving. The capacity to improve without external support is weak.

The school has the following strengths

- The Early Years Foundation Stage is good and children get off to a good start.
- Much work has been done by staff to provide a bright and welcoming learning environment.
- Pupils are kept safe.

Information about this inspection

- Inspectors observed 16 parts of lessons or small group activities, of which three were carried out jointly with the headteacher.
- Meetings were held with members of the governing body, senior leaders, school staff and a representative from the local authority.
- Inspectors talked to pupils in lessons about their work, looked at books, listened to pupils read and met a group of pupils from Key Stage 2.
- Inspectors took account of 26 responses to the on-line questionnaire (Parent View), a recent school survey and spoke to a number of parents at the start of the day. Inspectors also received a number of letters and phone calls from parents, expressing their views.
- Inspectors took account of the 18 questionnaires returned by members of staff.
- Inspectors observed the school's work, looked at progress data, performance management information, records relating to behaviour and attendance and documents relating to safeguarding.

Inspection team

Jim Alexander, Lead inspector

Additional Inspector

Barbara Martin

Additional Inspector

Full report

In accordance with the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement in the school.

Information about this school

- This is a smaller than average sized primary school.
- The proportion of pupils who are supported by pupil premium funding is below average. The pupil premium is additional government funding provided to the school for children in local authority care, those from armed service families, and those known to be eligible for free school meals.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or who have a statement of special educational needs is above average.
- The proportion of pupils from minority ethnic groups including those who do not have English as their first language is much lower than average.

What does the school need to do to improve further?

- Improve the quality of teaching, so that it is at least good, in order that pupils make good or better progress and attain good standards at the end of Year 6, particularly in reading and mathematics, by:
 - ensuring teachers plan work to better meet the needs and interests of the more-able pupils so that they make the progress they are capable of
 - teachers moving lessons on at a good pace for everyone ensuring no pupil struggles to keep up
 - teachers keeping a careful eye on pupils who may be confused and addressing any misunderstandings so that all achieve well in every lesson
 - helping pupils, particularly girls, catch up quickly and fill the gaps in their knowledge and understanding they have developed because of inadequate teaching.
- Improve pupils' behaviour and safety, by:
 - improving pupils' attendance and reducing the proportion who are persistently absent so their attendance is at least in line with the national average
 - making sure lessons are not interrupted by disruptive behaviour
 - improving the effectiveness with which teachers manage pupils' behaviour in lessons.

- Rapidly increase the effectiveness of leaders and managers at all levels, including governance by:
 - providing clear direction for school improvement especially by ensuring the quality of teaching is at least good
 - developing a coherent system to track pupils' progress and monitor attainment so that rapid action can be taken to tackle underachievement
 - using reliable information to build an accurate understanding of how well the school is doing in order to rigorously plan for and make the necessary improvements
 - undertaking an external review of governance to assess how this aspect of leadership and management may be improved.

Inspection judgements

The achievement of pupils

is inadequate

- Attainment at the end of Key Stage 1 has declined over the past three years and fell significantly in 2012. By the end of Year 2, pupils' attainment in reading and writing is exceptionally low. Pupils make inadequate progress from their previous individual starting points. Pupils' attainment in mathematics is broadly average.
- Attainment at the end of Key Stage 2 fell significantly in 2011 and declined further in 2012. By the end of Year 6, pupils' attainment in English is exceptionally low, and it is below average in mathematics. This also shows pupils have made inadequate progress from their starting points.
- In 2012, a larger than average proportion of Year 1 pupils reached the expected standard in the phonics screening check. Those pupils who did not read as well as expected have been given additional support. This is helping the majority to catch up. They read regularly and most use what they know of sounds and letters to read tricky words. However, the weakest of these readers have not been helped well enough and still struggle with simple words.
- The school's assessment information and work seen in pupils' books show that pupils' progress varies widely. Some pupils make good progress in reading, writing and mathematics, but too many pupils make slower or inadequate progress. Pupils make good progress in Year 5 where teaching is stronger and inadequate progress in Year 3 and Year 4 where it is weakest.
- Across the school, the progress made by many girls is particularly weak and not enough attention has been given to help them catch up. Progress for those pupils who are more able is also slower than it should be.
- When one-to-one support for pupils who are disabled or who have special educational needs is provided it helps them make good progress. However, support within some classes is not good enough and the gains these pupils make in their individual sessions are lost in whole-class lessons. This causes their overall progress to be inadequate.
- Pupils who are supported by pupil premium funds are taught in small groups or on a one-to-one basis. Progress made in these sessions, which can be good, is not always effectively built upon when pupils return to their class lessons. As a result, their attainment is too low. In Year 6 in 2012, for example, the attainment of pupils known to be eligible for free school meals was about one year behind other pupils in the year group and two terms behind similar pupils nationally in English and mathematics. These wide gaps are still evident across the school and are not closing quickly enough.
- Pupils from minority ethnic groups do not make good enough progress, although this also varies greatly from class to class. While some achieve well, this is not the case for the majority.
- As a result of these inadequacies, the school does not effectively promote equality of opportunity or tackle discrimination well enough.
- Most children start school with skills that are below those typically expected for their age. They are helped to settle quickly into the Early Years Foundation Stage and soon make good progress. As a result, they are well prepared to start Year 1 and for many their attainment is in line with those expected.

The quality of teaching

is inadequate

- The quality of teaching has declined significantly since the time of the last inspection; it varies greatly from class to class and while a minority remains good, too much is now inadequate.
- In the weakest lessons, for example, in English lessons, teachers do not pay enough attention to planning work which meets the different needs of all pupils. As a result, more-able pupils' progress is held back as they wait for others to finish a task. The activity that often follows is then not pitched highly enough to help them make the progress of which they are capable. This is notable in some writing lessons.

- Some lessons move on so rapidly that teachers do not notice that a number of pupils struggle to keep up or lack the confidence to ask for help. This confusion does not help them build upon what they already know and, as a result, there remain many gaps in their knowledge and understanding. This is particularly the case in mathematics lessons.
- The quality of teachers' marking is exceptionally varied. While teachers acknowledge the effort pupils have made in their work with, for example a 'well done', too often pupils are not provided with adequate guidance about how they can improve their work. This hinders the progress pupils make over time, particularly in their written work.
- The quality of teaching in the Early Years Foundation Stage is good and teachers use what they know of children's interests and starting points to plan work that captures their imagination. This helps children settle quickly to tasks and work for sustained periods of time.

The behaviour and safety of pupils are inadequate

- Attendance has fallen over time and although improving recently, remains below average. This is in stark contrast to the time of the last inspection, when it was above average. The proportion of pupils who are persistently absent is above average.
- The attendance of those pupils who are known to be eligible for free school meals and supported by pupil premium funds is also much lower than average; their weaker attendance is has an adverse effect on their achievement.
- Around school, the majority of pupils are usually polite and respectful of one another's feelings.
- While the majority of pupils know how to behave well, too many lessons are disrupted by persistent low-level unacceptable behaviour and by some pupils' poor attitudes to learning. On these occasions, either teachers do not notice this weak behaviour or the strategies they adopt to address the problems do not work. This affects the enjoyment and progress of the majority.
- While the number of exclusions is falling, they remain much higher than the national average.
- School records show that while there are incidents of bullying they are relatively rare and pupils are well informed about how to report such cases and most are resolved to their satisfaction. Pupils know how to keep themselves safe and talk knowledgeably about, for example different forms of bullying and how to stay safe when using the internet.
- The majority of parents agree their children are kept safe and happy in school.

The leadership and management are inadequate

- While leaders have used performance management procedures to try to deal with some of the inadequacies in teaching, they have not been successful. As a result, teaching and pupils' progress remain inadequate in some classes.
- The school may not appoint newly qualified teachers.
- Leaders do not consider teachers' performance carefully enough before pay awards are agreed.
- Leaders have not developed a coherent system to accurately track the progress of different groups of pupils, nor do they have a secure enough view of what constitutes good progress. This means they are not well enough equipped to identify differences in progress between the different groups of pupils and ensure that all achieve as well as they can.
- Systems to evaluate the school's performance are weak. As a result, leaders do not have a good enough understanding of what is working well and what needs to improve. This does not provide them with a firm enough foundation on which to plan for future improvements. School improvement plans, while identifying some of the right priorities, are not rigorous and some important areas that need to be improved, such as the quality of teaching, are missed. Leaders do not have the capacity to make the much-needed improvements without external support.
- Leaders do not ensure all pupils behave well and, as a result, incidents of exclusion are much higher than the national average and some lessons are disrupted by persistent low-level unacceptable behaviour.

- The headteacher has allocated the pupil premium in a variety of ways; for example to provide some small-group work to accelerate the progress of those pupils supported by the funding in mathematics. The impact of these actions can be clearly seen. The school has also used some of the funding so that supported pupils can be taught alongside other pupils in single-aged classes. However, because the quality of teaching and support remains too variable, their progress is slow. Leaders fail to monitor the impact of this spending with enough rigour.
- The school provides a range of visits and residential trips, which enhance the curriculum well. However, leaders have not ensured the curriculum within the school day is broad or rich enough to meet the interests and needs of either the more-able pupils or the girls across Key Stage 1 and Key Stage 2.
- Leaders speak positively about the support they receive from the local authority, for example in undertaking joint lesson observations and developing plans to support and challenge the weakest teaching. However, the local authority's support has not helped the school improve quickly enough, particularly in Key Stage 1 and Key Stage 2.
- **The governance of the school:**
 - The recent election of new members is beginning to strengthen the governing body. Governors ensure that safeguarding requirements are met. Most are receiving training to enable them to develop the skills they need. However, because of weaknesses in self-evaluation, governors are not aware of the poor progress many pupils are making. They have too generous a view of the quality of teaching and systems to manage teachers' performance are ineffective. They do not have an accurate view of the impact of the pupil premium funds. Although they are aware that persistent absence is above average, they have not ensured that leaders have suitable plans to ensure these pupils attend regularly.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	121384
Local authority	North Yorkshire
Inspection number	413073

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 of pupils on the school roll	196
Appropriate authority	The governing body
Chair	Jack Crawford
Headteacher	Jane Tomlinson
Date of previous school inspection	18 May 2009
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