

Brotherton and Byram Community Primary School

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

Inspection dates 27–28 March 2014

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

Summary of key findings for parents and pupils

This is a good school.

- Children in the Early Years Foundation Stage get off to a good start and now make good progress from their starting points.
- The school takes good care of all pupils, whatever their circumstances. There are strong supportive relationships which help pupils to feel safe and secure.
- Teaching is mainly good throughout the school and is leading to pupils making faster progress than previously.
- Current leaders and governors are working effectively to sustain improvements. They are very clear about the direction the school must take to improve further.
- Pupils' positive attitudes and their good behaviour make a strong contribution to their learning.
- Parents agree that the school is improving rapidly and these comments express their views: 'The school has come a long way over the last year'; 'My child can't wait to get here in the morning and is making much better progress now; and 'We would recommend the school to anybody now.'
- The headteacher leads the school very effectively and has been highly instrumental in ensuring the rapid improvement in the school since the previous inspection.
- There is a relentless focus by senior leaders and staff to improve the quality of teaching and learning in order to raise the quality of pupils' achievement further.

It is not yet an outstanding school because

- Pupils' progress is not uniformly good in all year groups, most noticeably in Years 3 and 4, due to weak provision in previous years.
- Pupils' progress in writing lags behind that in reading. The gap between pupils' achievement in reading and writing is too wide.
- Not enough pupils are reaching the higher levels in their work. This is because activities in some lessons are too easy, particularly for the most able, with insufficient attention given to encourage pupils to think for themselves.

Information about this inspection

- The inspectors observed teaching and learning in 10 lessons and listened to pupils read. In addition, they observed small-group sessions with teaching assistants, observed break and lunch times and conducted some shorter visits to lessons with the headteacher.
- Inspectors held meetings with staff and senior leaders, a group of pupils, members of the governing body and a representative of the local authority.
- The inspectors observed the school’s work and looked at a range of evidence including: the school improvement plan; the tracking of pupils’ progress; monitoring reports; the work pupils were doing in their books and the school’s documentation relating to safeguarding and attendance.
- There were no responses from parents to Ofsted’s on-line questionnaire (Parent View), so the inspectors met some parents informally at the start of the school day and took into account the school’s recent survey of parental views. Twenty responses to the inspection questionnaire for staff were also taken into account.

Inspection team

Steve Isherwood , Lead Inspector

Her Majesty’s Inspector

Lee Owston

Her Majesty’s Inspector

Full report

In accordance with section 13 (4) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that the school no longer requires special measures.

Information about this school

- This is a smaller-than-average-sized primary school.
- The proportion of pupils for whom the school receives the pupil premium is lower than that found nationally. This is additional government funding for pupils known to be eligible for free school meals, children who are looked after by the local authority and the children of service families.
- The proportion of pupils identified with special educational needs and supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is above average.
- The vast majority of pupils are White British, with a small number of pupils from minority ethnic groups.
- When the school was previously inspected in April 2013, it was judged to require special measures, because it was failing to give its pupils an acceptable standard of education. One of Her Majesty's Inspectors subsequently visited the school on two occasions to monitor its progress.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress.

What does the school need to do to improve further?

- Strive to bring about further gains in pupils' progress so that, by July 2015, it is consistently good in all year groups by:
 - accelerating pupils' progress in writing, so that it matches that in reading and mathematics
 - making sure that all teachers use assessment information consistently to plan work that offers just the right level of challenge, particularly for the most able
 - ensuring that more pupils reach the higher levels in their work
 - ensuring that the most able pupils get sufficient opportunities to think for themselves.

Inspection judgements

The achievement of pupils

is good

- Children enter the Early Years Foundation Stage with skills and abilities below what is typically expected for their age. They settle quickly and now make at least good progress in all areas of learning from their starting points. By the time they enter Year 1, increasing numbers of pupils are reaching the levels expected for their age. This is because classes are now exciting and interesting places to learn and teaching is based on thorough assessment and observation of children at work.
- Although attainment for all subjects was broadly average at the end of Year 2 in 2013, it has improved to the highest level in the last five years. Pupils' current work and progress data indicate strongly that increasing numbers of pupils in Years 1 and 2 are catching up and making significantly better progress than they did before. This is because of rapid improvements to teaching, particularly in Year 2, and increased expectations by teachers of the progress pupils should make. For example, the percentage of pupils meeting the expected standard at Year 1 in recognising the sounds that letters make is now above the national average.
- Pupils are now making good progress in Years 1 to 6, although pupils do better in reading and mathematics than in writing. The attainment of Year 6 pupils who left the school in 2013 was slightly above average in all subjects, reflecting the improvements to provision and the school's drive to raise standards. A notable success was that increasing numbers of pupils made expected levels of progress in all subjects and significantly higher numbers of pupils exceeded expectations, particularly in reading.
- Pupils currently in Year 6 are also on track to achieve well by the end of the year in reading and mathematics, but are slightly behind where they should be in writing with one term to go.
- Nevertheless, the school is aware that the progress of pupils across Key Stage 2 is not consistently good in all year groups. Some pupils, most noticeably in Years 3 and 4, are behind where they should be, due to weak provision in previous years. Furthermore, not enough pupils are reaching the higher levels in their work. This is because of inconsistencies in how assessment information is used to plan work that is sufficiently challenging for the most able pupils. In reading, pupils' attainment is rising and is broadly average at the end of Year 2 and is slightly above the national average at the end of Year 6. This is because the school has done a great deal to raise the profile of reading and support work is now planned more precisely. As a result, pupils read with increasing fluency and confidence as they move through the school. They talk knowledgeably about their favourite authors and are increasingly adept at blending sounds together and building new words.
- Disabled pupils and those who have special educational needs make good progress, because their different needs are quickly identified. Effective support from teachers, teaching assistants and external agencies helps each of them to make progress in reaching their targets.
- The leadership provides strong support for pupils known to be eligible for support through the pupil premium, which demonstrates clearly its commitment to equal opportunities. Assessment information shows that gaps in attainment between eligible pupils and their peers in English and mathematics reduces significantly as pupils move through the school. In the 2013 national tests for example, all of these pupils made expected levels of progress in reading, writing and mathematics, which were above those of their peers.

The quality of teaching

is good

- Senior leaders have done a great deal to improve the quality of teaching and place pupils' learning at the heart of provision. As a consequence, the vast majority of teaching is now good, teachers have an increased understanding of what constitutes effective learning and are far more aware of their impact on pupils' progress. Opportunities for staff to help and support each other have strengthened, as the best practice within the school, most noticeably in Year 2, is

shared.

- Teachers have responded well to agreeing some clear 'non-negotiable' principles in their practice and to the whole-school focus on making teaching the best it can be. The drive to improve the learning environment has resulted in strengths in all classrooms, most noticeably the use of displays to promote high-quality work and provide supportive examples to help writing, as well as consistent approaches to marking pupils' work and making classrooms more accessible to pupils.
- Most of the time activities are exciting, interesting and practical and build well on pupils' prior knowledge; teachers question pupils effectively, which keeps pupils on their toes. Teaching assistants make a valuable contribution to learning, particularly for those who find learning difficult; pupils are clear about the aims of the lesson and are made to see the links with previous work and teachers have high expectations of pupils' progress to challenge pupils beyond their expectations. As one member of staff commented, 'just getting pupils to the level for their age is not good enough, we strive for more now.'
- Where the planning and teaching come together well, the impact on pupils' progress is clear to see. For example, pupils in Year 6 made good progress investigating the value of different shapes with a range of different problems and clues. With skilful prompting from the class teacher, pupils were able to direct their own learning and discuss and share their ideas with each other. This confirmed how well the pupils can achieve when expectations are high and the teaching is challenging.
- Pupils have picked up on the improvements in teaching and can sense that the teaching is getting better. 'We get to do more interesting stuff now', 'our work is getting harder' and 'the teachers go through things with us more now', were typical of their comments, although some most-able pupils reported that, on occasions, some of their work was 'trickier but not always'.
- Where pupils do not make good progress, some of the most able pupils could achieve more. In some classes pupils are not encouraged to think for themselves. Often, tasks for these pupils are restricted to writing a longer story or tackling a harder sum with insufficient attention given to the development of pupils' thinking skills such as the ability to infer, deduce, predict or to think about different ways of solving a problem in mathematics. Similarly, in writing, some most able pupils are capable of writing more extensively for different audiences and purposes.
- The school has strengthened its procedures for monitoring the quality of teaching and learning by looking at evidence from a variety of sources including checking in pupils' books, reviewing data and talking to pupils. This has facilitated a culture of improvement in which teaching can now flourish. However, senior leaders are aware that further tweaks are required in sharpening how leaders make judgements on the achievement of pupils and groups of pupils in lessons and in pinpointing with more precision, the impact of teaching on pupils' progress.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Pupils' attitudes have improved dramatically over the last year since the previous inspection because of increased expectations by staff and significant improvements in how staff manage pupils' behaviour. The impact of the 'Hub', where pupils can go to discuss their feelings with a dedicated member of staff, has been huge in changing pupils' attitudes for the better. As the home school pastoral manager commented, 'I used to be used as an emergency service but now I'm far less on call and it's more about prevention now.'
- Pupils are now able to see the key features of their behaviour and the consequences of what will happen. For example, pupils told the inspectors that 'wow behaviour was about always trying your best, being enthusiastic and positive which means that you have lots of friends and make others smile' and that 'wobbly behaviour is about work not being finished, not listening and interrupting which means you don't learn very well and you will have to talk to a senior teacher.'
- Overall, behaviour in class is much stronger now, with far fewer lessons disrupted by poor behaviour because, as the pupils put it, 'everyone knows the rules. In the past we didn't have enough lesson time because teachers had to take time to tell some children off for not listening. Now they don't have to so they work us more now.'

- The school's work to keep pupils safe is good. Instances of all kinds of bullying have reduced dramatically. Pupils now feel much safer in school. When problems arise, pupils are adamant that staff will listen to their concerns and deal swiftly with any problems.
- Pupils' attendance has also improved term on term over the last year, as the school has improved, and is now broadly average. Persistent absence, for example, has reduced from 22 cases in October 2013 to just five cases in February 2014. This reflects the school's work in encouraging pupils to attend, the improvements to teaching and learning and strong relationships with parents and external agencies.
- Pupils appreciate the increased opportunities in physical activities that the school has provided through the extra funding for primary school sport. This includes work with a specialist coach, competitions against other schools in a variety of sports such as netball, gymnastics and tag rugby. In addition, the funding has also been used to arrange skiing opportunities for pupils in Year 4 to experience a new sport whilst using the sports facilities in the local community.
- The school has forged very productive links with parents, including grandparents. Activities that encourage home-school partnerships and parental engagement are high on the school's agenda and have helped enormously to foster pupils' better attitudes to school. This was clearly evident in a 'Yorkshire Day' event during the inspection when parents were invited into each class to work with the pupils on a range of tasks, such as singing Yorkshire songs, making Parkin and learning to speak in old dialect. With knowledgeable prompting from some grandparents, some pupils in Year 4 were able to converse with each other using old Yorkshire words and phrases and could understand the meaning, such as 'reckon nowt' (don't think much) and 'awl maks an manders' (all kinds).

The leadership and management are good

- Pivotal to the school's journey out of special measures and back on track is the highly effective work of the headteacher. She has high expectations and a determination to provide all pupils with the very best educational experiences. Staff at all levels, along with the governing body, share the headteacher's ambitions for the school. As one member of staff commented, 'the school is a much better place to be now; it's about teamwork, honesty and appreciating your role within the longer journey.'
- Senior leaders have worked well as a group, have an accurate view of the school's performance and have used the information gathered to plan further improvements. The school's improvement plan provides a clear direction. It contains some milestones and targets against which progress can be measured. Nevertheless, some of the targets within the plan are not as sharp as they could be and require fine-tuning to fully inform staff and governors about how successfully the school is improving over time.
- Senior leaders have rightly focused the work of the school on the need to raise pupils' achievement and improve the quality of their learning. Decisive steps have been taken through a whole-school approach to training and support. Teachers are rigorously held to account through the management of their performance and by holding regular meetings to check on the progress that all pupils are making. This clearly demonstrates the school's commitment to equality and in tackling discrimination.
- The school has used its allocation of funding for pupil premium wisely by investing in additional funding for teaching assistants and other support staff, new resources to accelerate the progress of small groups and individuals and in providing a well-attended breakfast club. These measures are having a very positive effect on narrowing the gap between the performance of these pupils and their peers and in raising their confidence and self-esteem.
- The curriculum has strengths in the promotion of pupils' spiritual, moral and social and cultural development through a wide range of visits and visitors into school. These are much appreciated by the pupils and add considerable enjoyment to the learning. The curriculum is less strong in the areas where some pupils are not challenged enough or encouraged sufficiently to think for themselves.
- Rigorous checks are made on all staff and visitors so that pupils are kept safe and free from

harm. Statutory responsibilities to safeguard and protect pupils meet requirements.

- Subject and middle leaders have strengthened their skills considerably. They are keen and enthusiastic and have made great strides in their ability to check that their work is making a difference to the achievement of pupils.
- School leaders have benefitted from the effective support of the local authority in changing the school's fortunes. The impact of this work can be seen in the school's impressive recovery, most noticeably in the improvements to teaching and learning and the significant gains in pupils' achievement. Overall, time given by local authority officers has reduced as the school's ability to manage and direct its own improvement has strengthened.
- Parents are fulsome in their praise for the rapid improvements in the school. When asked to express their views with inspectors they commented, 'my child wants to come to school now, he didn't before', 'we know how well our children are doing now and what level they are on' and 'the headteacher and staff have turned the school around'.
- Considering the school's recovery from causing concern in 2013 to a good school in 2014, senior leaders and governors are well placed to sustain this improvement. As the headteacher commented, 'the journey starts now'.
- **The governance of the school:**
 - Under the watchful eye of the Chair of the Governing Body, governors have played a significant role in getting the school back on track. Their actions over the last year have demonstrated a clear understanding of the school's most pressing priorities and a resolve to challenge senior leaders and hold them to account. They have a secure knowledge of the strengths in provision and in their understanding of data. They know where further improvements can be made. They know what is being done in school to improve pupils' achievement further and have a good understanding of teachers' pay and the link with performance. Statutory responsibilities are met well. Governors ensure that child protection and safeguarding arrangements meet requirements.

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	432765

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	4-11
Gender of pupils	Mixed
Number of pupils on the school roll	166
Appropriate authority	The governing body
Chair	Duncan Fraser
Headteacher	Gail Brown
Date of previous school inspection	30 April 2013
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