

# Boroughbridge Primary School

## Inspection report

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<b>Unique Reference Number</b>	121382
<b>Local Authority</b>	North Yorkshire
<b>Inspection number</b>	359002
<b>Inspection dates</b>	10–11 May 2011
<b>Reporting inspector</b>	Brian Holmes

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	201
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Peter Phillips
<b>Headteacher</b>	Mr David Roberts
<b>Date of previous school inspection</b>	9 July 2008
<b>School address</b>	York Road Boroughbridge, York North Yorkshire YO51 9EB
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<b>Age group</b>	3–11
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 13 lessons and observed nine teachers. They held meetings with parents and carers, groups of pupils, members of the governing body and staff. Inspectors observed the school's work and looked at its assessment data, evidence of activities and events, information about the curriculum, and monitoring and evaluation documents. Inspectors analysed 58 questionnaires completed by parents and carers, 79 pupil questionnaires and 12 questionnaires returned by staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Whether strategies to improve attainment in writing are effective.
- Whether pupils in Key Stage 2 are making sufficient progress, particularly in English.
- Whether the quality of provision is effective in improving outcomes for pupils.
- Whether all leaders are effective in ensuring that actions they take have the desired effect in bringing about improvement.

## Information about the school

Boroughbridge is an average-sized primary school. The large majority of pupils are from White British backgrounds. Very few pupils speak English as an additional language, although a small number of students from Eastern Europe have joined the school in recent years. The proportion of pupils who are known to be eligible for free school meals is below average. The proportion of pupils with special educational needs and/or disabilities is lower than average, with an average proportion of pupils who have a statement of special educational needs.

A children's centre is attached to the school and there is extended school's provision on site which is not managed by the school. The school has achieved Eco school status and the Activemark.

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**3**

**The school's capacity for sustained improvement**

**3**

## Main findings

The school provides a satisfactory quality of education. It has strength in its curriculum provision, which is contributing positively to improvements in pupils' achievement and in its provision for care, guidance and support. Both pupils and parents appreciate the level of care provided; one parent, typically, commenting that 'This is an inclusive school with a special atmosphere.'

Pupils make satisfactory progress from their different starting points. Children's level of skills on entry to the Nursery varies from year to year; however, their skills in writing and calculation are below the levels expected. They make good progress to achieve outcomes which are at least in line with those expected when they enter Year 1. Across the school, all groups of pupils make satisfactory progress to attain average standards by the end of Year 6. Rates of progress are improving in Key Stage 2 and attainment in writing has improved and now matches that for reading and mathematics.

The quality of teaching is satisfactory and improving. Pupils, sometimes, engage in independent learning, but such opportunities are not provided consistently in all lessons. Teachers' use of assessment information is satisfactory and marking and feedback in literacy make clear to pupils what they need to do to improve their work. However, in mathematics, the quality of written feedback is not so clear in helping pupils to improve their work. Leaders have worked hard to improve progress, but data is not analysed sufficiently well to plan effectively for long-term improvement. Systems for checking the performance of pupils and the quality of provision have made a positive contribution to improved progress, but the information gained from these activities to plan further improvements is not utilised consistently by all leaders.

Pupils feel safe and their good behaviour and attitudes contribute positively to their learning. They have a good understanding of how to live healthily and enjoy activities that promote good health through the numerous well-attended sports activities on offer. They make a good contribution to the life of the school through the work of the school council and as eco agents'. Pupil's spiritual, moral, social and cultural awareness is good.

Senior leaders have an appropriate understanding of the school's strengths and weaknesses and, through broadly accurate self-evaluation, have improved the performance of the school recently. The improvements in attainment in writing, pupils' progress in Key Stage 2 and the consolidation of the good provision in the Early Years Foundation Stage along with pupils' good personal development are clear indications that the school has a satisfactory capacity to sustain its improvement.

Up to 40% of schools whose overall effectiveness is judged to be satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

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

- Improve the quality of teaching to support learning, so that it is good in every class by:
  - ensuring that opportunities for pupils to learn independently are provided more regularly
  - improving the quality of written feedback in mathematics in indicating to pupils how they can improve their work.
- Improve the effectiveness of leaders and managers by:
  - improving their analysis of data in order to plan for strategic school development
  - ensuring that the outcomes of monitoring and evaluation activities are used systematically to plan for improvements.

## Outcomes for individuals and groups of pupils

**3**

Pupils' achievement is satisfactory. Their learning and progress are satisfactory from Year 1 to Year 6. Attainment in writing has improved and now matches that in reading and mathematics. Rates of progress have improved in Key Stage 2 and, in Year 6, pupils are making good progress towards their targets. Pupils with special educational needs and/or disabilities and those who are at an early stage of learning English as an additional language make satisfactory progress through the targeted support that they receive to address their specific needs. Typically, pupils enjoy their learning and describe it as 'fun'. In lessons, they are engaged fully in their learning and motivated to succeed. They are sometimes given opportunities to work collaboratively and learn independently and, where these opportunities are planned effectively, pupils' learning is good, as, for example, in a literacy lesson, when pupils worked collaboratively to investigate animals and discover key facts about what they eat and how they survive. When pupils are not given sufficient opportunities to learn independently, the pace of learning slows down.

Pupils feel safe because they are confident that any issues are dealt with quickly. Younger pupils feel safe because they are supported by 'playground buddies' and the road safety team make a valuable contribution to pupils' understanding of feeling safe. Pupils' behaviour is welcoming and positive. Pupils have sensible attitudes to healthy eating and exercise. They make good use of the 'trim trail' in the school grounds and understand the need to eat vegetables every lunchtime 'as cook insists'. Older pupils act as sport leaders to lead activities for other pupils. Pupils make a good contribution to the wider community through their work as eco agents' in, for example, supporting a recycling day for the community at the local high school to clear up litter and through their work with the local council on the 'clean up after your dog' campaign. Through their average attainment and attendance pupils are satisfactorily prepared for the next stage of their education. Pupils demonstrate a good spiritual, moral, social and cultural awareness. Assemblies make a positive contribution to their spiritual awareness and they have a good appreciation and respect for others' needs.

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*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>3</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>2</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>3</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>2</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

## How effective is the provision?

In most lessons, the needs of pupils are met well, but, on some occasions, teaching does not provide sufficient opportunities for pupils to learn for themselves. When this occurs, progress slows down. Assessment information is used appropriately to plan learning that meets all pupils' needs. Secure subject knowledge and effective use of computer technology keeps pupils engaged in their learning, which moves forward at a brisk pace when teaching is good. In the best lessons, pupils make good and better progress because they are engaged fully in their learning. In a Year 6 literacy lesson, drama was used well to stimulate pupils' writing on being an evacuee in the Second World War. Teaching assistants provide appropriate levels of support, although occasionally, when teachers are leading whole-class sessions, they are not involved enough in the lesson. Teachers make regular checks of pupils' understanding at the beginning, during and at the end of lessons. 'Top tips' are used well so that pupils are clear about what is expected of them. Feedback from marking, often, makes clear to pupils what they have done well. Pupils receive clearer guidance on how to improve their work in literacy than in numeracy and this slows their rate of progress in mathematics. Pupils have an appropriate understanding of their targets and what they must do to achieve them.

The curriculum has improved and underpins pupils' learning well. Links between subjects have been strengthened and the curriculum enthuses pupils and has contributed positively to improved attainment in writing. For example, boys in Year 2 enjoyed discovering facts

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about animals such as crocodiles and sharks. Pupils are provided with good opportunities to apply their writing, numeracy and information and communication technology skills in all subjects. Enrichment activities are used effectively to develop their learning skills and raise attainment. In the Pancake Cafe project, pupils developed their enterprise skills and produced a range of different types of writing to advertise and sell their products. There is good enrichment of learning through a wide range of additional activities, such as the annual Year 6 visit to Holy Island, a production of Prince Caspian with an opera company and a wide range of well-attended clubs, including fencing and archaeology. The school is involved closely with a network of local schools through which pupils are provided with a number of additional learning opportunities, such as joint visits and playing in an orchestra.

Pupils are well cared for and there are good relationships between adults and pupils. These factors give pupils high levels of confidence in the care that they receive. The home-school link worker makes an excellent contribution to the care and support of all pupils. Support for pupils with special educational needs and/or difficulties is satisfactory and improving as recent strategies to support their needs become embedded. There are effective systems for checking pupils' attendance and good arrangements in place for the transfer of pupils in and out of the school.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>3</b>
Taking into account: The use of assessment to support learning	3
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>2</b>
<b>The effectiveness of care, guidance and support</b>	<b>2</b>

**How effective are leadership and management?**

Leaders have tackled weaknesses in teaching and learning robustly to bring about rapid improvement in pupils' progress in Key Stage 2. Systems for checking pupils' performance and the effectiveness of provision have improved, although the analysis of data to plan strategic improvements is not embedded. These systems involve subject leaders as well as senior staff and have resulted in improved attainment and progress. However, the information gained by leaders from these activities is not used systematically to plan further improvement. The school promotes equal opportunities satisfactorily to meet the needs of all pupils. Its inclusive approach has a positive effect on pupils' development and well-being.

The governing body is involved fully in shaping the direction of the school through its involvement in producing the school development plan. It checks school performance through its work on committees and is beginning to develop systems for using the information it gains to plan further improvements. Arrangements for safeguarding are effective and are supported well by clear policies and procedures. There are effective partnerships with parents and carers and with other schools and agencies to support

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pupils' learning and well-being. The promotion of community cohesion is satisfactory. The school is a harmonious and cohesive community with good links to the local community. The school has audited its provision to identify areas for development and appropriate plans to promote pupils' understanding beyond the immediate locality of the school are at an early stage of implementation.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>3</b>
Taking into account: The leadership and management of teaching and learning	3
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>3</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>2</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>2</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>3</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>3</b>

## Early Years Foundation Stage

The quality of provision in the Early Years Foundation Stage is good. There are good links with parents and carers, who are encouraged to take an active role in their children's development through 'stay and play'. Good leadership has created an effective staff team with good working relationships. Daily and weekly assessments provide accurate information that enables adults to meet the needs of all children well. Particular attention has been given to the development of communication and social skills. These priorities are reflected in the good opportunities for children to write and in the interaction seen between children and adults to promote social skills.

The strong focus on safety and welfare results in a safe and secure learning environment in which children settle quickly and happily and enjoy good relationships. There is a good balance between adult-led and child-initiated learning. Adults promote learning through skilful questioning and their positive relationships with children. They involve children in the planning of activities to take account of their interests. Good use is made of both the indoor and outdoor learning environments, which results in a 'free flow' of activities that enables children to explore independently. Adult-led activities are well planned and stimulate children's interest, as when children engaged enthusiastically in measuring classroom objects and word-building games.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

## Views of parents and carers

Inspectors' findings endorse the views of the large majority of parents and carers who are very happy with their children's experiences at school and feel that their children enjoy school and that the school keeps their children safe. A few parents and carers expressed concern about how the school deals with unacceptable behaviour. The inspection concluded that standards of behaviour are good and that any issues that do occur are tackled quickly and effectively.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Boroughbridge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 58 completed questionnaires by the end of the on-site inspection. In total, there are 201 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	38	66	20	34	0	0	0	0
The school keeps my child safe	35	60	22	38	1	2	0	0
My school informs me about my child's progress	33	57	25	43	0	0	0	0
My child is making enough progress at this school	36	62	22	38	0	0	0	0
The teaching is good at this school	38	66	20	34	0	0	0	0
The school helps me to support my child's learning	34	59	22	38	2	3	0	0
The school helps my child to have a healthy lifestyle	35	60	22	38	1	2	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	39	67	19	33	0	0	0	0
The school meets my child's particular needs	39	67	19	33	0	0	0	0
The school deals effectively with unacceptable behaviour	23	40	28	48	5	9	0	0
The school takes account of my suggestions and concerns	33	57	23	40	1	2	0	0
The school is led and managed effectively	37	64	20	34	1	2	0	0
Overall, I am happy with my child's experience at this school	43	74	14	24	1	2	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools

	Overall effectiveness judgement (percentage of schools)			
Type of school	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 December 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see [www.ofsted.gov.uk](http://www.ofsted.gov.uk)).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



12 May 2011

Dear Pupils

**Inspection of Boroughbridge Primary School, York, YO51 9EB**

Thank you for being so polite, welcoming and friendly when we inspected your school recently. We enjoyed our time at Boroughbridge, particularly talking to you. We know that you like your school and enjoy being there.

Boroughbridge is a satisfactory school, with several strengths. We were impressed by your good behaviour and how well you get on with each other. You have a good understanding of how to stay safe and how to live healthily. The standards you reach are similar to those seen in most schools and you make satisfactory progress in your learning because of teaching that is satisfactory and improving. You told us that your teachers are kind and make your learning fun. You enjoy the many activities that the school offers and like the opportunities that the school gives you to be involved in making a contribution to the school through the school council and in your jobs as 'playground buddies' and eco agents'.

We are asking the school to improve your education further by making sure that the quality of teaching is good in every class, so that you have more opportunities to learn on your own, and by improving the marking of your work in numeracy, so that you understand how to improve your work as well as you do in literacy. We are also asking school leaders to improve how they use the information they get about how well you are doing to improve your learning and to make sure that the actions they take to improve your learning are effective. All of you can help by continuing to work hard, behaving well and doing your best to help the school improve further.

With very best wishes for the future.

Yours sincerely

Brian Holmes

Lead inspector (on behalf of the inspection team)

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