

Bolton Brow Primary Academy

Bolton Brow, Sowerby Bridge, West Yorkshire, HX6 2BA

Inspection dates 5-6 March 2013

Overall effectiveness	Previous inspection:	Not previously inspected	
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Outstanding	1
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Pupils make good progress in reading, writing and mathematics. Pupils' progress in reading is particularly rapid.
- The quality of teaching is good overall and some is outstanding.
- Well planned lessons and interesting activities enable all groups of pupils to make good progress. Pupils with special educational needs make good progress because they receive the right help.
- Pupils' behaviour is outstanding. Pupils are very keen to learn. They say that they feel very safe in school.
- The headteacher, senior leaders and governors take effective steps to ensure that teaching is good. They know the pupils very well and use this information to make sure that all are happy and safe and make good progress.

It is not yet an outstanding school because

- There is not enough outstanding teaching. In a very few lessons time is not used well enough to ensure that pupils make the best possible progress.
- Although progress is good overall, it is not as rapid in writing.
- Very occasionally the work provided for pupils does not enable them to do their best and pupils are not always clear about what they have done well or about how to further improve their work.

Information about this inspection

- Inspectors observed 16 lessons taught by nine teachers and visited other activities for shorter periods of time. One lesson was observed jointly with the deputy headteacher. The inspectors listened to pupils read.
- Meetings were held with groups of pupils and staff and with two external consultants who work with the academy. Inspectors met two representatives and the Chair of the Governing Body. The Chair and one of these representatives are also directors of the academy.
- The inspectors took account of 22 responses to the online questionnaire (Parent View). They also spoke with a number of parents and read letters sent in by parents.
- The inspectors observed the academy’s work and looked at work in pupils’ books. They looked at the academy’s information about pupils’ progress, documents relating to safeguarding, the academy’s analysis of how well it is doing and its plans for further development.

Inspection team

Liz Godman, Lead inspector

Additional Inspector

Faheem Chishti

Additional Inspector

Full report

Information about this school

- The academy is of a similar size to other primary schools.
- The proportion of pupils known to be eligible for the pupil premium (additional funding provided by the government to support pupils known to be eligible for free school meals, children looked after by the local authority and the children of military personnel) is broadly average.
- Most pupils are of White British heritage.
- The proportion of pupils supported at school action is broadly average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is below average.
- The academy meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Bolton Brow Primary Academy converted to become an academy school on 1 September 2011. When its predecessor school, Bolton Brow Junior Infant and Nursery School, was last inspected by Ofsted it was judged to be good.
- The academy is not part of a chain or federation but works in an informal partnership with other academies in the area.

What does the school need to do to improve further?

- Enable all pupils to make rapid progress in all classes by making sure that:
 - good use is made of the available time for learning in all lessons
 - all pupils have work which meets their needs and helps them to do their best
 - the rate of pupils' progress in learning to write effectively is increased
 - pupils are clear about what they have done well and what they need to do to further improve their work.

Inspection judgements

The achievement of pupils is good

- Pupils' good achievement is reflected in their good progress through the school. This ensures that by the end of Year 6 pupils are well prepared for secondary school.
- Children join the Nursery and Reception classes with skills which are below those typical for their age, particularly in language and communication and personal and social development.
- They make good progress overall in Nursery and Reception, so that by the time they join Year 1 most have skills which are broadly typical for their age.
- Sometimes the pace of learning slows in the Nursery because the children spend too long as a whole group with an adult rather than finding things out for themselves.
- Children in the Reception class make very rapid progress in learning about letters and sounds because this aspect is taught exceptionally well. This is helping the children to make a very good start in learning to read and write.
- Pupils' good progress continues in Years 1 and 2. In 2012 pupils at the end of Year 2 reached above average standards in reading, writing and mathematics.
- Pupils in Years 1 and 2 read clearly and use their knowledge of letters and sounds to read unfamiliar words. They read regularly and use their skills to work out what words say in other lessons, for example in mathematics.
- Good progress continues in Key Stage 2. The current pupils are making good progress in English and mathematics.
- In 2012, at the end of Year 6, a good proportion of pupils had made better than expected progress during Key Stage 2 in English and mathematics. This was most marked in reading where the proportion making better than expected progress was very high. However, pupils' progress in writing was not as rapid. The picture is similar for the current pupils.
- Pupils in Year 6 read widely and often. They have a very good understanding of what they are reading and speak confidently about their favourite authors.
- Pupils who have special educational needs make good progress overall because teachers and teaching assistants provide very sensitive and helpful support. This ensures pupils' good progress. Very occasionally, in a very few lessons, pupils with special educational needs and those who are more-able do not receive the work or the help they need to make the best possible progress.
- Pupils known to be eligible for free school meals also make good progress. In 2012, at the end of Year 6, the overall attainment of these pupils was slightly lower than that of other pupils in the school. This gap in attainment was narrower than that found nationally in reading and mathematics but wider in writing.

The quality of teaching is good

- The quality of teaching is good overall and some is outstanding. This ensures pupils' good progress.
- Teachers plan lessons which capture pupils' interest. Where teaching is outstanding, teachers are particularly adept at this. For example, children in the Reception class were highly motivated by a puppet, 'Cyril', who checked their progress with letters and sounds. Similarly, pupils in Year 2 quickly learned to round numbers to the nearest ten because of the way the teacher gained their interest.
- Another feature of the outstanding teaching is that work is very closely matched to enable all pupils to do their best, for example in a Year 3 mathematics lesson on time.
- Most lessons proceed at a good pace, but occasionally time is wasted or the work is not matched closely enough to pupils' skills and the next steps in their learning. Despite this, the pupils continue to behave exceptionally well. Some more-able pupils, who have completed the task set,

find their own ways to extend it.

- English and mathematics are taught well. The teaching of reading to pupils of all ages is very good overall. However, the teaching of writing is not as strong. As a result, pupils' progress is not as rapid. Sometimes this is because pupils are not completely clear about the task, so that they become confused about what they have to do.
- Where teaching is outstanding, the teacher keeps a careful check on the pupils' progress and adjusts the activities as needed, but this is not so in all lessons. Pupils' work is marked regularly. Comments in their books are encouraging but do not always make it clear to them what they have done well and what they need to do to further improve their work.
- Pupils with special educational needs and those known to be eligible for the pupil premium are taught and supported well. There are some examples of particularly effective help for pupils in Key Stage 2. For example, in Year 5 the additional and individual help provided to pupils enabled them to improve their spelling, reading and understanding of adverbs.
- All pupils are expected to read regularly. They also receive other suitable work to do at home. For example, some pupils in Year 1 made paper clocks to take home in order to practise telling the time.

The behaviour and safety of pupils are outstanding

- Pupils' behaviour is exceptionally good, both in lessons and around the academy. They are very keen to learn and respond swiftly to requests from all the adults who work with them. Pupils are exceptionally friendly and polite to staff, visitors and one another.
- Pupils' behaviour during assembly, in the dining hall and on the playground is also outstanding. Pupils are eager to take responsibility to help the staff and other pupils. For example, the playground leaders and mentors take excellent care of the younger pupils, helping them to play safely and intervening sensitively when they are distressed.
- Pupils say that they feel very safe at school and almost all of their parents who gave a view agree that their children feel safe in school. Pupils move along the corridors, up and down the staircases and around the sloping site most sensibly and carefully.
- Pupils' enthusiasm for learning helps to ensure their above-average attendance and their very good punctuality.
- Older pupils say that bullying is extremely rare. They have a very clear understanding of the different forms of bullying and of the reasons why people might be bullied. They are very clear about where to go for help should any bullying occur but are emphatic that this would be very unusual.

The leadership and management are good

- The governing body and the senior staff have high expectations of the staff and pupils. This has helped to secure good teaching and pupils' good progress.
 - In particular, the strong commitment of the headteacher and the excellent model he provides have set the tone for very strong relationships among staff and pupils and for the pupils' outstanding behaviour. This is also reflected in the care that pupils show for one another and in their confidence and enthusiasm for learning.
 - Senior leaders have an accurate view of the quality of teaching and use this information well to make improvements or to provide additional support to staff where this is needed.
 - Regular checks are also made on pupils' progress. Additional help is provided swiftly where needed, especially for those who have special educational needs or are known to be eligible for the pupil premium. The pupil premium is used well to provide additional help in classrooms and for pupils' emotional and social development.
 - The management of the performance of staff is rigorous and informs the training of all staff.
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Good use is made of external consultants' expertise and of links with other schools to improve teaching and pupils' progress.

- Staff take care to ensure that pupils are safe and all safeguarding requirements are met.
- The great majority of parents who expressed a view are very happy with the academy's work and with the progress their children are making.
- The academy makes very good use of its resources to provide pupils with an exciting place to learn. The curriculum develops pupils' good reading, writing and mathematical skills and provides a wide variety of interesting activities, visits and residential experiences. Extensive links with other schools around the world promote pupils' good understanding of life in different cultures.

■ **The governance of the school:**

- The directors and other members of the governing body have a very accurate knowledge of pupils' attainment and progress, the quality of teaching and the links between teachers' performance and pay. They receive detailed information from the academy's leaders and are regular visitors during the school day. This has helped them to secure pupils' good progress and to ensure that resources, including the pupil premium, provide pupils with experiences of high quality.
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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	137392
Local authority	Not Applicable
Inspection number	403701

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

Type of school	Academy converter
School category	Non Maintained
Age range of pupils	3-11
Gender of pupils	Mixed
Number of pupils on the school roll	207
Appropriate authority	The governing body
Chair	Chris Healey
Principal	Jonathan Longstaff
Date of previous school inspection	Not previously inspected
Telephone number	01422 831031
Fax number	01422 832756
Email address	head@boltonbrow.calderdale.sch.uk

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