

# Browney Primary Academy

Harle Street, Browney, County Durham DH7 8HX

## Inspection dates

1–2 February 2017

Overall effectiveness	Good
Effectiveness of leadership and management	<b>Outstanding</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Outstanding</b>
Overall effectiveness at previous inspection	Not previously inspected

## Summary of key findings for parents and pupils

### This is a good school

- Browney Primary Academy is improving rapidly in response to the very effective leadership of the headteacher and executive headteacher.
- Governors and staff at all levels of seniority are working together exceptionally productively to ensure that the school is a happy and welcoming place where pupils have every opportunity to thrive.
- Most parents are very happy about the quality of education that the school provides and fully recognise the vast improvements that have been made.
- Since the academy opened, leaders have ensured that teaching has improved substantially. Good teaching has enabled pupils to make good progress and catch up previous lost ground in their learning.
- There is some outstanding teaching which enables pupils to make very rapid progress.
- Leaders could still further use this high-quality teaching as an exemplar for others to learn from so that more pupils, especially the most able, reach the highest levels of attainment.
- A very accurate tracking system enables members of staff to assess pupils' progress quickly and provide extra help for those who are not meeting challenging targets.
- Good quality support for pupils who have special educational needs and/or disabilities and those who are disadvantaged enables them to do at least as well as other pupils nationally having similar starting points.
- Skilled classroom assistants are effective in helping the school's most needy pupils to progress well in mainstream classes and through bespoke one-to-one assistance.
- Pupils' behaviour and personal development are outstanding. Welfare arrangements are of very high quality.
- Pupils' attendance has improved markedly to around average levels and persistent absence has largely disappeared.
- Children in Reception benefit from outstanding teaching and make rapid progress in their learning. The early years programme is splendidly planned, resourced and managed.

## **Full report**

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

- Raise the quality of teaching and pupils' outcomes to outstanding rather than good by:
  - further utilising the school's outstanding teaching as an exemplar for teachers and classroom assistants to learn from and follow
  - ensuring that more pupils make outstanding progress through more consistently setting more challenging work, especially for the most able.

## Inspection judgements

### Effectiveness of leadership and management

### Outstanding

- The headteacher and executive headteacher have worked together exceptionally effectively to transform the school into a vibrant and successful establishment in a short period of time.
- Many new classroom appointments have ensured that pupils are all taught by really motivated professionals who want them to succeed and progress well.
- The refurbishment of the building, together with improvements to the outside areas, have helped to change the tone and culture of the school into one which is bright, exceptionally clean and welcoming, and attractive for its pupils.
- Since the school became an academy and part of the North East Learning Trust, it has benefited greatly from the provision of expert assistance with many aspects of its work. The trust has provided expertise that the school would have found difficult to finance without support, for example financial accounting and special needs assistance.
- Excellent staff morale means that everyone who works in the school makes every effort to ensure that it shakes off its previous poor image and really improves at a fast pace.
- Members of staff at all levels play their part in ensuring that the school runs smoothly on a day-to-day basis and that all aspects of the curriculum are managed well.
- Very effective methods of measuring how well the school is doing enable leaders to identify weaknesses quickly and eliminate them. Development planning is extensive and effective in helping to manage change according to a challenging timescale.
- A very accurate tracking system monitors the progress that all groups of pupils are making. It quickly triggers extra help for pupils who need it.
- Senior members of staff monitor lessons with precision and identify what is working well and what needs to be improved. Teachers and classroom assistants, particularly the more recently qualified, are very positive about the quality of guidance they receive from their more senior colleagues.
- Although the quality of teaching has improved very rapidly, there is still some scope to develop it further by using the outstanding classroom practice which exists in the school to model best practice and raise attainment to the highest levels.
- The curriculum puts great emphasis on the rapid development of pupils' literacy and numerical skills but not to the exclusion of everything else. Pupils all receive a well-rounded experience in science, and aspects of geography, history and religious studies while they quickly develop their skills with computers.
- A good range of extra-curricular activities and visits supports the very strong development of pupils' spiritual, moral, social and cultural development. Visitors play their part too. For example, excellent displays record how the recent visitors from Chile gave pupils a thorough insight into how people live in their part of South America.
- The school ensures that pupils have a good understanding and experience of British values. Pupils talk with confidence about democracy and the wide variety of beliefs and religions that make up modern Britain. They fully understand topics such as the rule of

law and individual liberty.

- Excellent use of sports funding enables pupils to experience new activities and enter local competitions in football, netball and table-tennis. It pays for expert coaches to teach physical education (PE) lessons and at the same time improve teachers' skills through observation and a team approach.
- Equal opportunities have a high profile. If pupils need specialist help to enable them to succeed, then the school identifies and provides it. The well-managed pupil premium funding arrangements ensure that the school's most disadvantaged pupils have extra support which enables them to equal and often outperform the academic progress made by other pupils nationally from similar starting points.
- Most parents are very appreciative of the way that the school now provides for their children. Typical of the texts received during the inspection was: 'I am so happy I decided to send my child to this school. It is a great small school and my child is so happy and learning so much. The teachers are fantastic and as eager as the children.'

### **Governance of the school**

- Governance is outstanding. Governors have a thoroughly accurate view of what the school does well and they know what still needs to be done.
- Governors probe and challenge as appropriate and do their very best to ensure that the pupils receive good-quality education. They play their part in ensuring that performance management arrangements follow intended procedures.
- Governors visit the school regularly to keep themselves informed about all the activities provided for the pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective because there are rigorous systems that members of staff implement consistently.
- The site is secure, and supervision of pupils is effective at all times. Parents and carers are happy about all security arrangements.
- Arrangements for checking on the identities of all adults who have access to children are rigorous, as are arrangements for issuing passes to visitors.

## **Quality of teaching, learning and assessment**

**Good**

- Since the school became an academy, the quality of teaching has improved substantially in response to far greater expectations from the most senior staff, the North East Learning Trust and the relatively new governing body.
- It is abundantly clear that teachers and classroom assistants now have far greater expectations of what pupils can and should achieve. The improved teaching has meant that attainment has risen sharply across the school, and particularly in the early years and Years 5 and 6.
- Typically teachers and their assistants manage classes well. They plan work for their pupils carefully and ensure that lesson time is used well. They check that pupils have

understood new work through effective questioning.

- Teachers insist that pupils set their work out well, not just in literacy and numeracy but across the curriculum, for example in science and topic work. Pupils' books are a pleasure to read and easy to follow.
- A strong feature of lessons is the way that pupils conduct themselves in response to high expectations of behaviour from teachers and their assistants. Consequently, pupils can always concentrate on their work without distraction. They can listen to the teacher or other pupils' oral responses without any interruptions getting in the way.
- Pupils with special educational needs and/or disabilities benefit from teaching which is increasingly focused precisely on their needs. Classroom assistants are effective in offering the school's most-needy pupils extra support but at the same time making sure that they do not do the work for them. When pupils do fall behind, the school provides extra tuition, frequently on a one-to-one basis to enable them to catch up.
- The teaching of the school's most-able pupils has also improved substantially. Teachers frequently set different and more challenging work for them around the topics being covered by other pupils in the class but there is still further scope to make this a more consistently effective aspect of the work in all classrooms.
- Teachers mark pupils' work in line with the school's policy, making it clear what they have done well and how they can make improvements. Frequently, teachers ensure that pupils have extra tasks following on from their marking to enable them to master work and extend learning.
- All members of staff use the school's tracking system effectively, entering data about pupils' attainment in reading, writing and mathematics on a regular basis. This system enables leaders to detect any pupils who are falling behind, ask why, and provide extra help to dismantle any barriers to the making of good progress.

## Personal development, behaviour and welfare

**Outstanding**

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils benefit from an exceptionally strong and effective programme to develop their spiritual, moral, social and cultural development which pervades the entire curriculum. It provides pupils with a very strong moral code and also enables them to understand how people across Britain and other countries live, often in ways that are different from their own.
- A multitude of extra-curricular activities, visits, speakers and visitors bring new topics to life and enable pupils to think deeply and make choices about their own futures.
- By the time that pupils leave Year 6 they are perfectly ready to go on to secondary school. Their attainment in English, mathematics and other subjects is more than sufficient to enable them to cope well with work in Year 7.
- Pupils and their parents really do value the amount of help and guidance that members of staff provide. Pupils know that there is always an adult on hand if they need help with their work or advice on personal matters.

- Typical of parental comments during the inspection was: 'We cannot praise the school enough. We as a family feel very well supported.'
- Exceptionally good levels of supervision and really caring adults who want the best for children combine with a totally secure setting to ensure that pupils are kept safe. Pupils say that bullying is very rare and they are confident that members of staff would deal with it swiftly and effectively if it should occur.
- Pupils confirm that the school teaches them about all potential threats to their welfare. They understand road safety and know why they should not talk to strangers. The school provides all its pupils with very clear direction about how to use the internet safely, the potential threats it poses and how to avoid them.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils conduct themselves exceptionally well in response to teachers' and classroom assistants' high expectations of them whether they are in lessons, moving around the school, having lunch or playing outside. They consistently have due regard for the safety of others.
- Pupils are very eager to learn and really try hard in response to the constant praise and encouragement that members of staff provide. They really like the adults who work with them and do all that they can to come up to their high expectations.
- Pupils take a pride in their work and set it out well. They are proud of their school and the work that they do. They are confident and keen to discuss it with visitors.
- There have been no recent exclusions for unacceptable conduct or racist incidents. Bullying of any description is rare because teachers generate a very strong focus on right and wrong and the feelings of others.
- Attendance has improved recently to broadly in line with national averages in response to the efforts that the school has made to promote the value of a good education. Persistent absence has almost disappeared.

## Outcomes for pupils

**Good**

- Pupils' attainment is rising rapidly throughout the school in response to much improved teaching and leaders' far greater expectations of what pupils can achieve. Pupils have now largely made up for any underachievement in previous years.
- There is no difference between the progress of disadvantaged pupils and other pupils nationally who have similar starting points. The picture for pupils having special educational needs and/or disabilities is similarly positive.
- Children join Reception with stages of development that are broadly typical for their ages. In 2015, the proportion of children leaving Reception with a good level of development was in line with the national average, but by 2016 there was a very substantial rise to well above national average outcomes. The improved outcomes in Reception have been maintained with the current small cohort where there are above-

average levels of attainment, especially in speech, language and communication.

- National phonics test results in Year 1 rose from below the national average in 2015 to above the national average in 2016. All the pupils who had not reached the expected standard in 2015 reached it in Year 2 in 2016. Current attainment in phonics indicates that the school's recent strong performance in this area has at least been maintained.
- In 2016, teacher assessments at the end of Year 2 showed that the proportions of pupils reaching the expected standard in reading, writing and mathematics were above the national averages. The proportions working at greater depth were broadly in line with the national averages.
- In Year 6 in 2016, the proportions of pupils reaching the expected standard in reading, writing, spelling, grammar and punctuation, and mathematics were above the national averages. Proportions working at greater depth were also above the national averages. These results showed that progress since pupils joined the school in Reception was good. There was no difference between the performance of disadvantaged pupils and other pupils nationally with similar starting points. Pupils having special educational needs and/or disabilities did equally well.
- Current Year 6 pupils are doing at least equally well. They read well, often at a level beyond that expected for their age. Their work is extensive and well presented. In English, they can write accurately at length using appropriate punctuation. Spelling is good. In mathematics, they can confidently change from decimals to percentages and fractions and apply these to problems posed in words. The way they can add, subtract, multiply and divide whole numbers, decimals and fractions is impressive. Their work in science and topic areas is equally well presented and is above expectations for age in terms of writing.
- Very accurate assessments and predictions show that proportions of pupils reaching expected attainment for their ages are rising quickly throughout the school because progress has accelerated quickly. The school's most-able pupils are doing much better than previously, but there is still scope for some of them to reach still higher levels of attainment more consistently.
- Leaders make very good use of the school's allocation of pupil premium funding to ensure that disadvantaged pupils do as well as other pupils in the school. Accurate analysis of their progress and needs often triggers extra assistance in terms of bespoke learning packages which enable them to progress well.
- Pupils who have special educational needs and/or disabilities benefit from an accurate identification of their current attainment levels, progress and future needs in terms of extra support. When help from outside professionals is required, it is provided in every case. Very focused and effective help enables these pupils to make at least as good progress as other pupils in the school.

## Early years provision

## Outstanding

- Early years provision is impressive and exceptionally effective. There is a very strong bond and relationship between the teaching staff and parents and carers who receive very regular electronic reports on how well their children are progressing and what they have learned.

- The leader of the setting has ensured that the classroom and outside areas are splendidly resourced with a multitude of toys, books, and PE equipment to ensure that children feel very welcome and thoroughly interested in what the school has to offer.
- Outstanding teaching ensures that the children make rapid progress and really enjoy coming to school. For example, the teaching of phonics is rapid, compelling and exceptionally effective. Children learn letter sounds very quickly and soon start to understand the sounds that combinations of letters make.
- Writing develops very quickly. Children soon learn to form letters, improve the ways that they produce them, write simple words and in many cases full sentences.
- Children's behaviour for learning is outstanding. When they are on the carpet they listen intently and are eager to answer orally. They really do conduct themselves impeccably throughout the setting and really try hard, for example while learning to catch in PE.
- The setting uses its pupil premium funding well to ensure that any disadvantaged children make the same rapid progress as other children.
- Members of staff ensure that children have plenty of individual attention. They show them how to complete tasks and improve their skills quickly. Children receive plenty of praise and really respond well to the adults who work with them. Leaders ensure that the setting also provides children with plenty of opportunity to make choices and follow their interests. By the time they leave Reception, children have the skills and knowledge necessary to join Year 1.
- Children in Reception are now progressing much quicker than the 2015 cohort did because so much more is expected of them. A far greater proportion now enter Year 1 with a good level of development than previously because teaching is so strong and the class size is so small.
- All safeguarding arrangements are effective and the setting is exceptionally secure. The welfare of children has a very high profile and members of staff are very good at identifying individual needs and catering fully for them.
- The early years setting is superbly well managed. Children's books and learning journals bear testament to provision that is second to none.

## School details

Unique reference number	140359
Local authority	Durham
Inspection number	10026737

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

Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	74
Appropriate authority	The governing body
Chair	Dan Murray
Executive headteacher	Janice Gorch
Headteacher	Catherine Harris
Telephone number	01913 780 562
Website	<a href="http://www.browneyacademy.co.uk">www.browneyacademy.co.uk</a>
Email address	<a href="mailto:browney@durhamlearning.net">browney@durhamlearning.net</a>
Date of previous inspection	Not previously inspected

## Information about this school

- Browney Primary Academy is much smaller than the average-sized primary school.
- The school is a member of the North East Learning Trust. It became an academy in March 2014.
- There have been many staff changes since the school became an academy.
- The trust has given significant help to the school, particularly through the allocation of an executive headteacher.
- Most pupils are White British.
- There are few pupils from minority ethnic groups. Very few speak English as a second language.
- The proportion of pupils who have special educational needs and/or disabilities is below

average.

- An average proportion of pupils is supported through pupil premium funding.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress by the end of Year 6.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.

## Information about this inspection

- The inspector visited seven lessons, including four jointly with senior leaders. He observed pupils in all year groups being taught at least once and looked at a wide range of pupils' written work in English, mathematics, science and other topics.
- He held meetings with the headteacher, the executive headteacher, governors, the special needs coordinator, other members of staff, a representative of the North East Learning Trust and a group of pupils.
- The inspector looked at a wide range of documentation, including the school's review of its performance, development planning, records of pupils' progress, safeguarding procedures and employment files.
- He listened to all the Year 6 pupils reading aloud individually.
- He also took account of 30 responses to the online questionnaire, Parent View, 19 responses to the staff questionnaire, and 30 free-text messages from parents and carers.

## Inspection team

John Paddick, lead inspector

Ofsted Inspector

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