

# Boroughbridge Primary School

York Road, Boroughbridge, York, North Yorkshire YO51 9EB

## Inspection dates

28 February to 1 March 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Good</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Good

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher leads by example and has created an effective team of senior leaders. She works tirelessly to ensure that every pupil makes the progress they are capable of.
- The provision in the early years is particularly strong. Children are happy, involved in their learning and make good progress. A high proportion of children leave the early years with a good level of development.
- Leaders work alongside teachers to help them develop their practice and support them in implementing new ideas. As a result, the quality of teaching, learning and assessment is good.
- Leaders and teachers know pupils well. They meticulously unpick barriers to learning, identifying how to provide the best support for all pupils.
- Relationships between staff and pupils are strong. Pupils feel safe and well cared for because teachers are sensitive and responsive to their needs.
- Attendance is above the national average. However, the attendance of disadvantaged pupils, although improving, remains stubbornly below that of other pupils.
- Pupils make rapid progress in improving their writing skills. Writing activities are purposeful and engaging; as a result, standards are high.
- Support for teachers who are new to the school or are returning to teaching is strong. Leaders provide appropriate support and training to enable teachers to get up to speed with new approaches to teaching.
- Pupils' attitudes to learning are positive. Interesting work captures their imagination and engages them in their learning. Consequently, pupils concentrate and apply themselves well.
- Disadvantaged pupils make at least expected progress from their starting points. However, the proportion of disadvantaged pupils achieving a greater depth of learning does not match that of other pupils.
- Leaders new to middle leadership are not ensuring consistency across their subjects.
- Governors cannot monitor the progress of groups effectively because leaders focus their monitoring on individuals and do not collate the progress of groups.
- School improvement planning tackles the appropriate areas for development, but lacks information about what success looks like and how it will be measured.

## **Full report**

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

- Improve school development plans and action plans so that they clearly identify what success will look like and how it will be measured.
- Monitor the progress and attainment made by all groups of pupils within the school, with a particular focus on disadvantaged pupils.
- Provide support and training for new middle leaders to develop their monitoring skills and help them demonstrate the impact of their work.
- Continue to improve attendance rates for disadvantaged pupils.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- The headteacher has created a happy and enthusiastic staff team that works well together, maintaining and improving outcomes for pupils across the school. Senior leaders focus their energies on ensuring that teachers are well equipped to meet the wide range of needs of the pupils within their class. A strong focus on individualised professional development alongside whole school training allows teachers to develop and refine the necessary skills to improve outcomes further for pupils.
- Senior leaders lead by example, modelling what they want to see in classrooms and working alongside staff to help them implement and develop new approaches to teaching in order to deepen learning. Regular monitoring quickly identifies underperformance, resulting in support plans and extra training for individuals. As a result, leaders know their school well and have an accurate view of the quality of teaching, learning and assessment.
- Leaders validate the accuracy of assessment information through checking work in books and external testing. They know how well individual pupils are performing because they use a range of monitoring information. Where pupils are not making expected progress, teachers plan what to do next. Leaders check the impact of this work regularly. As a result, most pupils are making at least expected progress.
- Although leaders know how individuals are progressing, they are not utilising all the assessment information they have to check on the progress of groups across the school. Consequently, because leaders are not tracking the progress of different groups, they do not have a full picture of strengths or weaknesses over time. Governors are unsure if the trends they have identified from the performance of previous cohorts of pupils also reflect strengths and weaknesses for current pupils.
- Leaders know where their strengths and weaknesses are. School development planning and subject leaders' action plans correctly identify the key areas where improvements are required. However, the plans lack rigour and detail. There are too few quantifiable measures to check on the impact of leaders' actions. It is therefore hard for governors to know if leaders are being successful in driving forward the improvements required.
- Leadership of English and mathematics is good. Recent changes to the teaching team have resulted in leaders ensuring that increased expectations for English and mathematics are in place. Leaders monitor their subjects frequently and can demonstrate how they have improved practice and outcomes. Leadership of other subjects is not as well developed because subject leaders are not checking that staff follow long-term plans. As a result, science coverage is not consistently strong across all classes. However, leaders recognise the need to support new middle leaders in their monitoring.
- Leaders value local links with other schools and the teaching alliance through which they utilise opportunities to develop specific expertise. The headteacher's work as a lead mathematics teacher ensures that she is knowledgeable about how to implement improvements in her own school. The English lead is a trained writing moderator and the deputy headteacher is a specialist leader of education for early years. Leaders

demonstrate good capacity for further improvement.

- Pupils who have special educational needs and/or disabilities make at least expected progress from their starting points. Regular reviews of how successful interventions have been help to accelerate progress. Consequently, the extra funding for special educational needs and/or disabilities is used effectively.
- The small number of disadvantaged pupils make at least expected progress from their starting points. Leaders use the additional funding well and identify where there is most need. However, the action plan lacks measureable progress indicators.
- Pupils enjoy the variety of sports activities on offer and demonstrate positive attitudes to keeping fit and healthy. Pupils attend many competitive sports events, where they have achieved success in gymnastics. Sports funding is used well.
- The school has received some support from the local school improvement partner. Records show that support has been appropriate and effective in supporting the headteacher in her first headship post.

### **Governance of the school**

- Governors receive detailed headteacher's reports, which keep them well informed about the work of the school. Members of the governing body visit the school themselves to find out if what they are being told is happening in practice. Governors are aware where they have gaps in their own skills because they are committed to reviewing their performance regularly. They act on advice given and have improved the level of challenge and support to school leaders as a result.
- Governors recognise the need to improve their monitoring and understanding of outcomes for groups of pupils across the school. The recent skills audit identified this area for development and governors have now secured a new governor who possesses strong skills in this area.
- Governors inform parents about the work of the governing body through published minutes on the website. Minutes of meetings demonstrate that governors ask searching questions and hold the headteacher accountable.

### **Safeguarding**

- The arrangements for safeguarding are effective.
- The recently appointed school business manager ensures that the single central record is up to date and all required checks are in place for current employees.
- Staff follow the school's safeguarding policy and refer any concerns to the designated safeguarding leaders in written format. Leaders keep detailed information on the action taken and follow up where they feel the response is too slow. Where external agencies have been involved, leaders have recorded all relevant information.
- Detailed risk assessments are in place to ensure the on-site safety of pupils at all times.

## Quality of teaching, learning and assessment

Good

- Relationships across the school are good. Pupils demonstrate positive work habits. Well-established routines during the morning session ensure that pupils start the day ready to learn. Pupils are confident learners. They remain on task and respond well to high expectations that work will be completed within the lesson. If pupils find the learning too challenging, they are encouraged to seek help within the lesson and join one of the adult-led groups.
- Teachers use questioning effectively to check on progress and ensure understanding throughout the lesson. They demonstrate high expectations and strong subject knowledge.
- Teachers use assessment information to support the progress of different groups within classes. In most classes, pupils receive appropriate work that challenges them to think more deeply and apply their skills. However, this is not always consistent across the school because some newer teachers have not had time to embed new teaching strategies implemented by leaders. Leaders are working with these teachers to help get them up to speed through ongoing support and extra monitoring.
- The teaching of writing is a key strength. Pupils write across a wide range of topics. Careful planning at the start of each writing topic ensures that teachers provoke enthusiasm and stimulate ideas. Consequently, pupils enjoy writing and are proud of their work. Pupils use success criteria to self-assess their progress and check that they are using appropriate grammar and vocabulary. Teachers provide verbal feedback throughout the lesson, which deepens understanding and checks on progress. As a result, progress in writing is at least good.
- Mathematical skills are developing quickly. Work shows that most pupils are working within age-related expectations. Challenge for the most able is good because pupils apply their knowledge well. Where teaching is particularly strong, teachers assess pupils' understanding throughout the lesson. In one mathematics lesson, the teacher skilfully reinforced key teaching points for pupils who were unsure, and provided problems that were more complex for pupils who needed extra challenge. Accordingly, all pupils made good progress and enjoyed learning.
- Children leave early years with a good understanding of phonics. This continues across key stage 1, where phonics standards have improved to above those seen nationally. Pupils use their skills to help with reading and spelling. Standards have risen sharply across the whole of key stage 1. However, the number of boys reaching greater depth in writing and reading is still much lower than that of girls.
- Teaching assistants provide good support for groups and individuals. They pick up on misconceptions and ensure that pupils understand what they are being asked to do. Teaching assistants demonstrate a good understanding of individual needs.
- Pupils read appropriate books for their age and ability. Younger pupils can answer questions from the text and are becoming confident readers. Most-able readers in key stage 2 demonstrated proficiency in making sense of more complicated plots. Lower-ability readers rely on their phonics skills to help them sound out unknown words. There is a lack of clarity about the expectations for reading at home in key stage 2. Some reading planners are not completed or checked regularly.

**Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Positive relationships between staff and pupils ensure that pupils are confident to speak to adults if they require support. As a result, pupils feel safe in school and grow in confidence.
- Vulnerable pupils receive high levels of care because leaders create strong links with families and work hard to support their individual needs. The breakfast club offers childcare for working families and is free of charge to disadvantaged pupils. Pupils come into school calm and ready to learn.
- Pupils are accepting of each other's differences because leaders ensure that they are well prepared for life in modern Britain. Pupils enjoy a range of different cultural and spiritual activities, with speakers from different religions providing first-hand information. Displays around the school recognise the value of world religions and celebrate diversity.
- Pupils are listened to and as a result are involved in decision making. The school council has received training on 'speaking up' and councillors talk enthusiastically about how they have raised money to buy more playground equipment.
- Pupils learn how to keep themselves safe online. They say that on the rare occasions when bullying or name-calling happens, staff sort it out immediately. Records demonstrate that bullying incidents are rare, but taken seriously if they do happen.

**Behaviour**

- The behaviour of pupils is good. Pupils apply themselves diligently to tasks and work independently, showing resilience and concentration. Positive learning habits are evident across the school. Books contain few pieces of unfinished work because teachers motivate pupils to work hard and complete tasks.
- Pupils are polite and courteous. They behave well both in classrooms and in the playground. The atmosphere around the school is calm and pupils show tolerance and respect to each other.
- Provision for pupils who exhibit challenging behaviour is good. Leaders review the detailed behaviour logs looking for patterns and triggers. Incidents are unpicked in detail, which enables tailored support to meet specific needs. Consequently, pupils receive the support they require. Where behaviour is of concern, leaders quickly involve other agencies.
- Pupils' attendance has been in line with national averages over the last three years and current attendance information shows this is still the case. Rates of attendance have been lower for disadvantaged pupils, but are now improving. Leaders work closely with families when attendance is below where it should be.

## Outcomes for pupils

Good

- Historical outcomes show that attainment in key stage 1 has improved over time and is now at around national averages. A much higher proportion of pupils are now reaching greater depth in all subjects, which reflects better outcomes for most-able pupils.
- A higher proportion of pupils are reaching the expected standard in phonics at the end of Year 1. This is because leaders have ensured that teaching is systematic across the early years, and more pupils enter key stage 1 with good phonics knowledge, enabling them to apply the skills learned.
- Progress in writing is particularly strong. Leaders recognise this is a strength of the school. Recent initiatives to inspire boys to write are working, and as children move through key stage 2, attainment gaps between boys and girls are closing. Writing work shows strong development through a range of curriculum areas. Verbal feedback during writing tasks helps pupils to improve their writing and apply their spelling and grammar skills.
- Progress in reading remains at around the national average. However, in 2016 too few pupils reached greater depth at the end of key stage 2. Leaders have analysed previous tests to find out why this happened and are now adapting teaching methods across the school. Current tracking for Year 6 shows that a higher proportion of pupils are on target to reach greater depth.
- The number of disadvantaged pupils is small and varies across the year groups. A significant number of disadvantaged pupils also have special educational needs and/or disabilities. The majority of these pupils make at least expected progress over time. Current tracking information shows that more pupils are now on target to reach the higher standards in some classes.
- Work across the curriculum shows that most pupils are making good progress in history and geography. Pupils have good opportunities to complete extended writing in these subjects. Science work is more inconsistent. Some teachers follow the long-term plan for science and their pupils receive regular science work. In these classes, progress is evident and pupils are developing their investigative skills successfully. However, in other classes, science lessons are too infrequent, resulting in less well-developed skills and knowledge over time.

## Early years provision

Good

- Leadership of the early years is good. Leaders have built on the strengths of the team over time, ensuring that all staff play a vital role in supporting the learning of young children. A strong team approach to assessment ensures that staff know where children are making most progress and where they need to focus their efforts. Standards have risen considerably and are now well above the national expectations for all groups in all areas of learning.
- The majority of children enter the early years with typical skills and abilities for their age. Baseline assessments show that a significant proportion of children start school with lower than typical abilities in speaking and listening. The effective deployment of

specialist support staff to deliver speech and language programmes ensures that children catch up quickly. As a result, progress in speaking and listening is particularly good.

- Children are happy. They are excited and engaged by the learning opportunities provided within the early years. Carefully planned activities help children to try out new experiences, with the support of adults, and revisit activities that are more familiar. A group of children playing skittles independently compared their scores with friends and took great delight in each other's success. Children worked well together, taking turns and helping each other to re-set the skittles in order to play again.
- Children are well cared for. Relationships are harmonious and parents recognise how hard their children's teachers work. Children are safe in their environment and on rare occasions when children are upset, staff are quick to intervene and re-direct their attention onto something else, quickly resolving any issues.
- Frequently updated learning journals detail the variety of activities that children have enjoyed. Photographs and work samples celebrate the progress children are making. Most next steps for learning are developmental and referred back to in later comments. Parents are encouraged to contribute their own evidence to the journals and this greatly enhances the whole picture of what each child can do.
- Samples of writing demonstrate progress over time. Where children are more reluctant to write, teachers use play as a means to encourage them to write lists or letters, assessing their progress continuously. As a result, boys are now making better progress in writing because teachers are adapting the curriculum to suit their interests.
- The learning environment is appropriate for young children. The shared outdoor space provides opportunities for children to extend their learning and be involved in noisier and more physical activities. Space is utilised well and children are engaged and motivated.
- Assessment information gives a clear picture of progress over time. Information is used to set targets in the early years development plan. Leaders have identified that they need to increase the number of children who exceed national expectations, particularly in mathematics. However, the action plan lacks detail and does not include any specific measureable targets.
- Additional funding to support disadvantaged children is having an impact on the attainment of this group of children. The majority of children have reached a good level of development over the last three years. They are well prepared for their move to Year 1.



## School details

Unique reference number	121382
Local authority	North Yorkshire
Inspection number	10023882

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	Maintained
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	182
Appropriate authority	The governing body
Chair	Mary Kelly
Headteacher	Gail Lee
Telephone number	01423 322 208
Website	<a href="http://www.boroughbridge-pri.n-yorks.sch.uk/">www.boroughbridge-pri.n-yorks.sch.uk/</a>
Email address	<a href="mailto:admin@boroughbridge-pri.n-yorks.sch.uk">admin@boroughbridge-pri.n-yorks.sch.uk</a>
Date of previous inspection	18 to 19 April 2013

## Information about this school

- The school does not meet requirements on the publication of information about special educational needs or examination and assessment results on its website.
- The school is smaller than most primary schools nationally. There is a higher proportion of boys than in most schools.
- Since the time of the last inspection, there have been significant staffing changes. All the senior leaders are new, including the headteacher, along with the majority of the teaching staff.
- Most pupils are of White British heritage, with a small number of pupils for whom English is an additional language.
- The proportion of pupils eligible for support through pupil premium funding is below average.
- The proportion of pupils who have identified special educational needs and/or a

statement of special educational needs or education, health and care plan is lower than that found in most schools. However, this number is rising as more parents choose the school because of the school's success with pupils who have special educational needs and/or disabilities.

- The school meets the government floor standards.

## Information about this inspection

- Inspectors observed a range of lessons in all classes. The headteacher accompanied the lead inspector on the first day of the inspection.
- Meetings were held with the headteacher, deputy headteacher and other senior leaders. The lead inspector met with five governors, including the chair of the governing body and the local authority school improvement partner.
- Inspectors spoke to parents before school started and took account of the 33 responses and text replies to Ofsted's online questionnaire Parent View.
- Inspectors spoke to pupils formally and informally throughout the two days. Two inspectors heard a range of pupils read.
- A broad sample of work was scrutinised, including writing, mathematics, science and humanities.
- The lead inspector evaluated a range of documentation, including the school's self-evaluation, school improvement plans, information relating to pupils' achievement and safeguarding.

## Inspection team

Janet Lunn, lead inspector

Her Majesty's Inspector

Andrew Soutar

Ofsted Inspector

Katrina Gueli

Her Majesty's Inspector

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Piccadilly Gate  
Store Street  
Manchester  
M1 2WD

T: 0300 123 4234  
Textphone: 0161 618 8524  
E: [enquiries@ofsted.gov.uk](mailto:enquiries@ofsted.gov.uk)  
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