

Brotherton and Byram Community Primary Academy

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

Inspection dates

9–10 May 2018

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

Summary of key findings for parents and pupils

This is a good school

- The proportion of pupils reaching the expected standard in reading, writing and mathematics in Year 2 and Year 6 improved in 2017 and was at least in line with the national average, and better in some subjects.
- All leaders, including the local governing board, know the school's strengths and areas for improvement well. They are positive about the benefits that their partnership with Ebor Academy Trust brings. They access a range of support to develop teaching and learning.
- Good teaching in Years 1 to 6 has ensured that most pupils make the progress they need to in order to be ready for the next stage of their learning.
- Good teaching in phonics at key stage 1 supports pupils' early reading and writing skills well.
- Leaders have ensured that the curriculum provides rich opportunities for pupils to develop subject skills. Work in physical education, music and modern foreign languages is noteworthy. Pupils enjoy taking part in a variety of extra-curricular activities.
- Strong leadership in mathematics has improved teaching. Most pupils are adept in solving problems and explaining their answers.
- Leaders make effective use of the additional funding for pupils who are disadvantaged and those who have special educational needs and/or disabilities. There is good support in place to address pupils' academic and welfare needs.
- The strong emphasis that leaders place on personal development provides a good grounding for pupils. As a result, pupils behave well and display positive attitudes to learning. They feel safe and trust staff to look after them well.
- Leaders have identified that teaching and learning in early years are not as strong.
- Leaders are not always thorough in their checks on the actions for improvement taking place. As a result, further necessary improvement can be delayed.
- Pupils in key stage 2 are not consistently challenged to reach greater depth in their learning in English.

Full report

What does the school need to do to improve further?

- Sharpen the leadership and management of school improvement processes by:
 - ensuring that system leaders check on and validate the success of actions that they are taking, keeping governors informed as the work unfolds
 - communicating actions for improvement and feedback to teachers in a clear and precise way, so that everyone is clear about what to improve and how to do it.
- Improve provision in the early years so that children of all abilities make strong progress by:
 - improving assessment procedures to provide a clear overview of children’s starting points and the next steps that they need to take in all areas of the curriculum
 - planning areas of provision and activities which address gaps in children’s knowledge, understanding and skills and challenge them to move on in their learning
 - making sure all adults use effective questioning and direction to help children make good progress
 - providing rich opportunities for children to develop their early English and mathematical skills, in the classroom and outdoors
 - teaching phonics effectively, to support children with lower starting points to catch up quickly.
- Improve the quality of teaching and learning in English in key stage 2, particularly for middle- and higher-ability pupils, by placing a greater emphasis on developing pupils’ spelling, punctuation and grammatical skills and by addressing mistakes in a timely manner.

Inspection judgements

Effectiveness of leadership and management

Good

- The head of school and the executive headteacher from the trust, both of whom are relatively new to the school, have a good understanding of the strengths of the school and the areas that need improvement. They rightly celebrate the high attainment of the Year 6 pupils last year, but are not complacent. They know that there is further work required to increase the pace of progress that pupils make, particularly those who are of higher ability, as they move through key stage 2.
- Other senior and middle leaders, many of whom are also new to their roles, provide good support. For example, the subject leader for mathematics knows how well pupils are doing across the school in mathematics because he carries out a wide range of checks, including lesson drop-ins and scrutinies of pupils' work. He ensures that staff receive training and support in implementing new strategies and in the aspects highlighted for improvement.
- Leaders have considered the academic, emotional and social needs of pupils who are disadvantaged when making decisions about the use of additional pupil-premium funding. Specialist enrichment teachers, places at the school breakfast club and visits to the local ski slope all help to build self-confidence. Pupils can also access good pastoral support through the school's 'Hub'. Academic guidance from teachers and assistant teachers in class and in small-group basic-skills sessions is focused on plugging any gaps pupils may have in their learning. As a result, most pupils who are disadvantaged are making good progress.
- Similarly, a balance of academic and pastoral support is in place for pupils who have special educational needs (SEN) and/or disabilities. The new leader for pupils who have SEN and/or disabilities is accurate in her view that the assessment systems in place need further refinement to demonstrate more clearly the steps in progress these pupils make from their lower starting points. However, she and the teachers and assistant teachers have a good understanding of pupils' needs and any barriers they may have to learning.
- Leaders and staff speak confidently about the support and opportunities that the Ebor Academy Trust membership brings. Where any aspect of the school is identified as needing improvement, leaders are able to access a range of support from Ebor specialists. This has been particularly beneficial in the school's work to raise pupils' achievement in reading.
- While the network of support is strong, checks on the effectiveness of school improvement work are not as thorough as they need to be. Where actions are not having the desired impact, leaders do not always spot this quickly, leading to a delay in further improvement. English and mathematics leaders do check regularly on improvement actions, but feedback to teachers is not always focused precisely on the effectiveness of this work. Therefore, direction to teachers in how they can support their pupils to make stronger progress is not always clear.
- There is a wide and engaging curriculum that inspires pupils and provides a good foundation for future learning. Curriculum leaders have been given the trust of senior leaders to promote their subjects strongly and they do so with great commitment and

enthusiasm. Leaders explain that, while this work is well underway, they have not yet taken the next step of checking more carefully that there is a clear progression of skills in each subject as pupils move through the school.

- The leadership of physical education is strong, with a wide range of extra-curricular opportunities available, which are well attended by pupils. Strong links have been made with local clubs and other schools, as well as with the local sports hub, widening the range of activities that pupils can access. The primary school physical education and sport funding is spent effectively.

Governance of the school

- Governors have a good understanding of how their role in improvement sits in the partnership with school leaders and within the academy trust. They say that they are well informed about areas such as finances and health and safety and are now able to focus their energies increasingly on teaching and learning. They say that they now have a much better understanding of the school's strengths and areas for improvement: they have an accurate view of these. They question leaders when they see any aspects of the school that are not strong enough. They know that the school assessment system does not provide a sharp overview of the progress made by all groups of pupils until the end of the academic year. We agreed that sharpening this information would help governors to make more focused checks on the work of leaders in improving outcomes for pupils.
- Governors have good evidence to show that pupils' welfare needs are met well and the positive impact that resources such as 'The Hub' and a comprehensive, consistent behaviour policy bring. They are able to verify leaders' evaluation that behaviour is at least good, by being in the school and speaking to the pupils. However, although they are aware of the regular activities of support that the trust specialists provide to improve teaching and learning, they do not receive details about the impact of this work, so are unable to check thoroughly whether it is making a positive difference.
- Governors have a good understanding of their responsibilities in checking leaders' work to safeguard pupils. They regularly review policies with leaders to ensure that they are up to date with current legislation and responsive to any issues that arise.

Safeguarding

- The arrangements for safeguarding are effective. Leaders have a good knowledge and understanding of their responsibilities regarding safeguarding and make sure that everyone knows the important role they have in keeping pupils safe. Leaders make sure that training for staff is regularly and appropriately updated.
- Leaders have effective partnerships with other agencies. The home/school pastoral manager has an excellent knowledge of the different services available to support pupils and their families and accesses these in a timely way. Leaders are aware of the importance of keeping records of incidents and the school's responses: record-keeping is fit for purpose.
- Pupils say that they feel safe in the school and are taught ways to keep themselves and others safe. For example, they have specific teaching about how to keep safe online. They can explain the great benefits and potential problems of using the

internet.

Quality of teaching, learning and assessment

Good

- A strong network of collaboration across the trust results in good opportunities for staff to engage in professional development. Teaching overall is good and consequently pupils make good progress.
- Focused guidance and training in mathematics, with attention to changes in national expectations, have raised teachers' expertise in this subject. Pupils develop their skills well and are making good progress in mathematics. Teachers make sure that all pupils are encouraged to apply their mathematical skills to solve problems and give reasons for their answers. Pupils' work shows how teachers have moved pupils on from simple responses to giving fuller answers that use more sophisticated mathematical language. Teachers' attention to supporting and challenging pupils to extend and deepen their learning in mathematics is leading to good gains in learning, and a greater proportion of pupils working at higher standards.
- When key stage 2 results in reading fell in 2016, leaders took decisive action to make sure that all pupils were given focused direction in developing their reading fluency alongside their comprehension skills. An overhaul of books and resources has meant that pupils of all abilities have reading books that are well matched to their skills. Throughout the week, pupils have regular opportunities to read, answer comprehension questions online and in class, and listen to adults read. Key stage 2 pupils share whole class texts that are often linked to their work in other areas of the curriculum, which instigates animated discussions, often out of lesson time, about what they think will happen next in the story. Adults are starting to encourage pupils to develop a lifelong love of books. Leaders have accurately identified that the next step is to widen learning to explore the work and styles of different authors in order for pupils to apply similar skills in their own writing.
- Teachers' and assistant teachers' good understanding of the learning barriers faced by disadvantaged pupils and those who have SEN and/or disabilities helps them to plan a programme of work that meets pupils' needs and helps them to make good progress.
- Pupils speak enthusiastically about their learning across a wide range of subjects. Each week, they have enrichment sessions, including in music and Spanish. A wide variety of activities in physical education provide learning opportunities in keeping fit and healthy.
- Focused training in phonics for all staff in key stage 1 has ensured that adults articulate letter sounds accurately and model their application consistently when spelling. Pupils use their skills in phonics successfully to decode new words and make phonetically plausible attempts when writing new words. In key stage 2, teachers and assistant teachers support pupils in knowing how to edit and improve their own work and that of their peers, although this is varied across classes. Expectations in pupils' accurate use of spelling, punctuation and grammar are not always high enough, particularly for the middle- and higher-ability pupils. Mistakes are not routinely addressed and therefore pupils do not make as much progress as they could.
- As well as completing tasks at home to support their reading and work in basic skills, teachers encourage pupils to take part in creative homework tasks, the results of which

are displayed with pride around the school.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. Adults have paid close attention to understanding pupils' needs and providing an environment and resources that will support their physical and emotional well-being. The home/school pastoral manager works with other leaders in the school and the trust to ensure that everyone is safe and able to access all aspects of learning.
- Pupils feel safe, including from bullying, because of the high level of support available from adults. Pupils have a high degree of trust in the adults in the school. In addition, the very clear behaviour strategies, consistently carried out by adults in school, make sure that pupils know exactly what is expected of them: they rise to the expectation that they will do their best.
- In an aim to provide well-planned support for pupils' emotional and behavioural needs when the school was judged to require special measures several years ago, 'The Hub' was set up in the school and a full-time pastoral manager appointed. Now, although the culture of positive behaviours is much stronger, The Hub provides a valuable resource where pupils and families can get the support they need.
- Leaders have established a 'check-in' every morning with all pupils, which helps pupils become more secure in expressing their emotions and raising any concerns they may have. The success of this calm start to the day was seen in action during the inspection.
- Most parents and carers have a positive view of the school. Almost all of them are pleased with the school's attention to their child's well-being and say that their child feels safe. Those who use the before-school club value the care their child receives.

Behaviour

- The behaviour of pupils is good. They display good conduct and self-discipline, in lessons and at less structured times, such as break and lunchtime. Pupils show respect for each other and adults. They can talk confidently about tolerance and the rule of law.
- Leaders and staff have created a positive learning environment, in the behaviours and conduct expected and in the celebratory way pupils' work is displayed.
- Leaders are working on giving pupils more opportunities to have their voices heard. For example, they ask their opinion about aspects of school improvement and have set up a school council this year. Older pupils have some opportunities to take positions of responsibility. For example, the older pupils serve the others in family-dining sessions at lunchtime.
- Pupils enjoy school and attend regularly. Leaders keep a close watch on pupils' attendance and, where this slips, they have a number of recently refined systems and strategies that they employ to ensure that pupils get back on track.

Outcomes for pupils

Good

- The attainment of pupils at the end of key stage 2 in 2017 showed improvement from previous years and was above the national average. A higher proportion reached the expected standard in a combination of reading, writing and mathematics.
- Leaders responded swiftly to lower outcomes in reading at the end of key stage 2 in 2016, implementing a variety of strategies for improvement. As a result, Year 6 outcomes improved in 2017. Pupils' current work and school assessment information evidence that a continued high proportion of pupils are working at the expected standard.
- Key stage 1 outcomes remain strong. In 2017, pupils performed at least in line with other pupils nationally in the expected standard and at the higher standard in reading and writing and mathematics. Current pupils' work in key stage 1 demonstrates that this continues.
- After strong outcomes in phonics in 2016, the proportion of pupils meeting this standard dipped slightly in 2017. However, focused training, support and checks on the progress pupils are making and pupils' current work in Year 1 and Year 2 demonstrate that pupils are making good progress in phonics.
- Leaders have rightly identified the need to ensure that pupils are challenged successfully so that a higher proportion achieve greater depth in their work in English and mathematics. Clear direction in mathematics is resulting in success in this area. Leaders agree that there is still more work to be done to ensure that middle- and higher-ability pupils are fully supported in working at higher levels in English.
- A combined focus on meeting the emotional, social and academic needs of disadvantaged pupils and those who have SEN and/or disabilities results in most of these pupils making good progress from their different starting points.
- Pupils access learning across a broad and engaging curriculum. Leaders agree that more focused checks on curriculum subjects will strengthen their understanding of the progress pupils are making overall.

Early years provision

Requires improvement

- Although leaders have identified the improvement needed in the early years, and have received support from the trust to address this, the current quality of education requires further improvement. Actions being taken are not swift enough and not checked closely enough to ensure that children of all abilities make good progress from their starting points.
- Assessment information and the evidence that feeds into making judgements about children's skills are not robust. As a result, the next steps that children need to take in areas of learning across the curriculum are not accurately identified. Therefore, they do not always receive appropriate support and challenge to help them improve.
- Adults are kind and nurturing to children, but do not focus on moving children's

learning on when they are accessing areas of learning in and outside the classroom. Areas of provision have limited activities for children to test out their early literacy and number skills independently.

- Phonics training and support from the trust has been focused on supporting staff in key stage 1. In the early years, although adults model sounds accurately, mistakes that children make in writing new sounds are often not picked up. Phonics activities are not focused enough on what each child needs to do to improve and some lower-ability children in particular do not make good progress and so do not catch up with their peers.
- Adults have created a safe and secure environment where children are well looked after. Children's emotional needs are well met through a variety of strategies, such as the morning check-ins and the parent-and-child activities at the start of each day.
- Leaders have made sure that safety and the safeguarding of children in the early years are high priorities. There are systems in place for daily safety checks on the outdoor environment which children are involved in too.
- Most parents of children in early years with whom inspectors spoke said that their children enjoyed school. They value the relaxed start to the school day.

School details

Unique reference number	141393
Local authority	North Yorkshire
Inspection number	10048329

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	173
Appropriate authority	Local governing board
Chair	Duncan Fraser
Head of school	Caroline Towler
Telephone number	01977672676
Website	www.brothertonandbyramschool.org
Email address	admin@bb.ebor.academy
Date of previous inspection	Not previously inspected

Information about this school

- The school became a sponsor-led academy and part of the Ebor Academy Trust in 2015. The executive headteacher works across several schools in the Ebor south hub of the trust. The school has a local governing board.
- The school is smaller than the average primary school.
- The proportion of pupils who have special educational needs and/or disabilities is similar to the national average.
- The majority of pupils are White British.
- The proportion of pupils who are eligible for the additional pupil-premium funding is below the national average.
- The school meets the current government floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.

- The school runs a before-school school club.
- The school has a Nursery, where children can start as soon as they turn three years old.

Information about this inspection

- Inspectors observed lessons across a range of subjects in all classes. Many of these observations were carried out jointly with the head of school and the trust executive headteacher.
- During visits to lessons, inspectors spoke with pupils and looked at their work to find out more about how well they are learning.
- Three meetings were held with pupils, and inspectors talked informally with pupils around the school. Inspectors listened to pupils read and talked with them about reading. Inspectors observed pupils' behaviour in lessons and around the school.
- Inspectors met regularly with the senior leadership team, including the head of school, the executive headteacher and the home/school pastoral manager. Meetings were also held with the early years leader, the subject leaders for English, mathematics and pupils who have SEN and/or disabilities, as well as curriculum leaders. The lead inspector met with members of the local governing body, including the chair, and the chief executive officer for the trust.
- A range of documentation was scrutinised, including leaders' evaluation of school performance, school development planning, and documents relating to pupils' behaviour and the quality of teaching and learning. Inspectors also reviewed the minutes of meetings of the local governing board and information relating to safeguarding and attendance.
- Inspectors met with parents and took into account the 43 responses to Ofsted's online questionnaire Parent View. They considered the 15 staff responses and the 26 pupil responses to Ofsted's online questionnaires.

Inspection team

Kate Rowley, lead inspector

Her Majesty's Inspector

Mike Tull

Ofsted Inspector

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