

Brough Primary School

Springfield Avenue, Brough HU15 1AE

Inspection dates

17–18 October 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	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The headteacher and governors have high expectations of staff and pupils. Staff are clear about how ambitious leaders are and support them well. As a result, the overall effectiveness of the school is good.
- Astute use of professional development and support for staff has resulted in good teaching. Senior and middle leaders support staff well and hold them to account for the quality of pupils' learning.
- Teachers assess pupils' work accurately and use their good subject knowledge to plan interesting tasks that engage pupils well.
- Teaching assistants are managed well to support pupils effectively. The extra training they have received has made sure they can support pupils well.
- The school's enhanced provision for those pupils who have special educational needs (SEN) and/or disabilities is a strength of the school, as they make good progress.
- Pupils make a good contribution to their learning. Occasionally a few pupils lose interest, particularly boys, when challenge is limited and the pace of learning slows.
- All pupils spoken to say they are safe in school and they enjoy school. Pupils are pleasant, polite and respectful. Attendance is above average.
- Currently, pupils, including disadvantaged pupils, develop good skills and knowledge in reading, mathematics and a wide range of subjects. Further work has to be done to ensure more pupils achieve the highest standards in writing by the end of key stage 2.
- Children settle quickly into Reception and make good progress because of good leadership and good teaching.
- The curriculum offers many exciting opportunities for learning. Pupils take part in visits to places of interest that then contribute very well to their learning.
- Governors make a strong contribution to the development of the school.
- Parents and carers have a very high level of confidence in the work of the school.
- The school promotes spiritual, moral, social and cultural education very well.
- Occasionally, the school's marking policy is not used effectively to ensure pupils learn from their mistakes and improve their spelling.
- Pupil's interests in reading are not used well to promote high-quality writing at length in English and across a wide range of subjects.
- Pupils do not have sufficient opportunities to apply their mathematical skills in subjects other than mathematics.

Full report

What does the school need to do to improve further?

- Further improve the quality of teaching to strengthen pupils' outcomes, especially at the higher standard in writing in key stage 2 by:
 - expecting pupils to use good handwriting skills and present written work to a high standard
 - ensuring pupils' spelling is consistently accurate
 - challenging pupils, especially boys, appropriately in writing so they are clear about how to reach the highest standards
 - linking pupils' love of reading to writing so that there are more opportunities for them to engage in writing at length in English lessons and across a wide range of subjects
 - providing greater opportunities for pupils to apply their mathematical skills across a wide range of subjects.
- Increase the impact of leadership and management by making sure teachers are able to challenge and guide pupils to attain the highest standards in writing by the end of key stage 2.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and senior leaders are providing dynamic leadership. School leaders and governors are passionate about pupils' achievement and personal development. Staff morale is high and there is a shared sense of purpose and a desire for all pupils to achieve their full potential. As a result of good leadership, the school's effectiveness is now good, having improved over the past two years.
- The headteacher has made sure that senior leaders, and middle leaders, have had very effective training over the past two years. She has supported leaders in their development, as well as organising external support from other schools and the local authority. As a result, leaders have an accurate view of the quality of teaching and good capacity to support teachers in further improving pupils' learning.
- Leaders, including subject leaders, check the quality of teaching regularly, using a wide range of information. They know what is working well and their plans for improvement correctly identify the main priorities for the school. Professional development for staff, including teaching assistants, is clearly identified and checked to make sure it is having a positive effect on improving teaching and pupils' progress. As a result, pupils' progress overall is good, especially in reading and mathematics and a wide range of subjects.
- Pupils study a wide range of subjects and have a good range of additional activities to broaden their experiences. Leaders have revamped the curriculum over the past two years. They have taken into account pupils' interests and have provided opportunities to learn about the local area and develop a much deeper understanding of British values and global issues. As a result, pupils engage effectively in learning and enjoy school. Parents and pupils enthuse about the residential visits organised by the school and the good contribution that these make to pupils' personal development.
- Spiritual, moral, social and cultural experiences are integrated well into the curriculum. Celebration of religious festivals, assemblies and a well-planned programme of personal, social and health education make a good contribution to pupils' personal development. Pupils enjoyed practising Indian dance in preparation for celebrating Diwali in Indian dress and presenting their dance to parents.
- The primary school physical education and sports funding is used very well. Leaders have checked the quality of provision for sport and have made sure that pupils have a wide range of activities to choose from. Pupils participate in competitive sports, such as cross-country, squash and football, as well as winning local dance competitions. There is full engagement by the school in a local sports partnership. Pupils say that they enjoy sport.
- The extra funding for those pupils who have SEN and/or disabilities is used highly effectively. The special educational needs coordinator identifies the needs of pupils very accurately and makes sure strong provision is in place to meet pupils' needs. The newly established enhanced provision, The Bridge, is making a significantly positive contribution to pupils' ability to self-manage their needs. This enables these pupils to make successful gains in learning both in the provision and in mainstream classes.

There is very effective communication with the parents of these pupils.

- The additional funding for disadvantaged pupils is also used very effectively. The barriers to learning for these pupils are identified clearly and very effective action is taken to support their learning. Funding is used to make sure these pupils can access all aspects of the wider curriculum to provide additional support for learning, resulting in good gains in learning.
- The local authority has arranged support from schools and offered a range of training sessions for staff and governors. The local authority has a clear picture of the development of the school and has supported this school securely on its journey of improvement.
- Parents value the school's work highly. Almost all parents responding to Ofsted's parent questionnaire and spoken to by inspectors would recommend the school. They believe the school is well led and indicate that the new headteacher has improved the school and that staff are supporting their children well.

Governance of the school

- Many new governors joined the governing body after the previous inspection. The chair of governors, a former governor, was appointed after the previous inspection. The governing body has developed rapidly over the past two years and is making a strong contribution to the effectiveness of leadership and management. They have a comprehensive understanding of strengths and weaknesses in the school and have challenged and supported the headteacher in making sure teaching is good for all groups of pupils. Governors are highly skilled, with some having educational expertise and financial expertise.
- Governors receive detailed information from the headteacher and other leaders about the school's work and the progress pupils are making. They find time to check this out for themselves, as well as using national performance comparisons to ascertain how well the school is doing. New governors have a programme of induction and the governing body arranges appropriate development sessions to make sure they fulfil their statutory duties.
- Governors check how well the additional government funding for physical education and sport is used. They are clear about the improvements being made for disadvantaged pupils, as well as those for pupils who have SEN and/or disabilities.

Safeguarding

- The arrangements for safeguarding are effective. Safeguarding records are of a high standard and clearly indicate the school's work with a wide range of agencies when keeping pupils safe. Parents are unanimous in saying that their children are well cared for and safe at school.
- Child protection training means that staff are knowledgeable and up to date in terms of the most recent guidance and legislation. Staff are vigilant and know what to do should they have any concerns about children's welfare. Leaders have established strong support for pupils' emotional well-being, including those pupils using The Bridge. This makes a strong contribution to pupils' safety and safeguarding as well as supporting

pupils' personal development and learning.

- Governors make sure that all adults on the school site are checked to confirm that they are suitable to work with children.

Quality of teaching, learning and assessment

Good

- Leaders have focused strongly on improving the quality of teaching and have provided highly effective training for teachers and teaching assistants. When teaching is not developing pupils' learning quickly enough, very effective support and coaching is provided to strengthen teaching. The headteacher's relentless focus on improving teaching and her decisive actions have led to good teaching and learning.
- Teachers demonstrate strong subject knowledge and this enables them to design interesting and engaging tasks across a wide range of subjects. Consequently, pupils are keen to learn and are developing secure knowledge and understanding in a wide range of subjects.
- Teachers assess pupils' work accurately and set work that is usually matched appropriately to pupils' needs and abilities. However, additional challenge is not consistently provided in writing to ensure that pupils attain the highest standards. Teachers usually spot misconceptions and errors and pupils address them. Occasionally, repeated errors in spelling reduce the quality of pupils' writing.
- Teachers' skilful questioning is used well, especially in guided reading and in mathematics to deepen pupils' learning. Teachers ask supplementary questions to make sure that pupils have a full understanding of the work they are doing and are making good progress.
- An analysis of pupils' work by inspectors showed good gains in knowledge, skills and understanding in reading, mathematics and a wide range of subjects. It showed that pupils' progress in writing is developing effectively, although extra challenge across key stage 2 to help them reach the highest standards is inconsistent, particularly for boys. There are some good opportunities for pupils to write extensively in history, but this is not consistent across subjects. There are few occasions when pupils are encouraged to apply their good mathematical skills across a range of subjects.
- Teachers' support for those pupils who have SEN and/or disabilities is highly effective. Teachers plan accessible programmes of work for pupils and work closely with teaching assistants to deliver these. Teaching assistants assess pupils' understanding through skilful questioning and know the needs and abilities of pupils very well.
- Excellent relationships and mutual respect exist between pupils and adults in mainstream classes and in The Bridge. This helps lessons to flow smoothly and good learning takes place.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.

- Pupils listen to each other and show respect for each other and adults. They are welcoming to visitors and very confident, well-mannered and polite.
- Pupils are proud of their school and enjoy being in school. Pupils told inspectors that they are safe in school and well looked after. Should they have any worries, anxieties or concerns, they know that staff will support them very well.
- Pupils who have SEN and/or disabilities are especially well cared for in the enhanced resource provision, The Bridge.
- .They are developing strategies in learning how to overcome their anxieties and integrate into mainstream education. Pupils said, 'We all have friends and teachers are kind and fair.'
- There are good opportunities for pupils to take on leadership roles, such as school councillors, mentors and 'eco leaders'. Pupils vote for the school council and learn about democracy, liberty and the law.
- Pupils know they are listened to and are asked their opinions on how well the school is providing for their needs. The school acts on the outcomes of discussions, including adjusting curriculum topics to meet pupils' interests.
- Pupils play well together at breaktime and lunchtime. They are very active and enjoy using the extensive grounds to play sport. There are good opportunities for pupils to use a wide range of equipment to play well together and socialise.
- In lessons and assemblies, pupils learn how to stay safe and keep safe. They learn how to be friendly and welcoming and how to stay physically and emotionally healthy. They have a good understanding of how to stay safe when using the internet. Pupils know that staff will resolve any issues of bullying should they occur. Pupils said, 'There is no bullying. Everyone gets on well together.' School records indicate bullying is rare and even becoming more so.
- Pupils are keen to please their teachers and usually present their work well. There are times when pupils' handwriting and presentation slips and this can lead to some untidy work.
- Parents and staff are highly confident that children are safe and well cared for in school.

Behaviour

- The behaviour of pupils is good.
- Pupils know what is expected of them. They follow the school rules and enjoy the rewards they receive for good behaviour. They enjoy helping each other and being nominated for a 'kindness award', which is presented at the end of each week.
- Pupils make a good contribution to their work. Behaviour is good in lessons and they conduct themselves very well around school. From time to time, a few pupils lose concentration in lessons or are not as productive as they ought to be. This occurs when the pace of learning slows. However, it is unusual that they disturb others.
- Those pupils who have SEN and/or disabilities behave well and engage fully in their learning in mainstream classes and in small group work in The Bridge. They have good strategies for managing behaviour and this is supporting their good learning and that

of others.

- Parents make sure their children are punctual to school and attend well. Pupils say that 'school is fun' and attendance is above average. There are exceptionally few exclusions from school.
- The school is a calm and purposeful place. Pupils keep the school neat and tidy. They enjoy the displays in the school entrance that promote a love of reading. Along the corridors, they respect the excellent displays, particularly the historical art work that helps them gain an understanding of the order of past events.
- All staff, and almost all parents, believe behaviour is good in school.

Outcomes for pupils

Good

- Since the previous inspection, leaders have provided very effective training to make sure that the quality of teaching is good overall. As a result, pupils' progress is now good across the school in a wide range of subjects.
- Over time, leaders have focused their efforts on improving reading and mathematics, and on improvement in progress in these subjects at the end of key stage 2 year-on-year. At the end of key stage 2, attainment has been improving in reading and mathematics with better than average proportions of pupils attaining high standards in reading. However, that is not the case in writing where too few pupils attain the highest standard. Published information indicates pupils are making good progress overall in key stage 1.
- Inspectors analysed current pupils' work across all year groups and found that good progress was being made in reading, mathematics and a wide range of subjects. Reading is a particular strength of the school and challenging work in mathematics has been developing well to increase the depth of learning for pupils, including for the most able pupils.
- In key stage 2, pupils' work in writing shows signs of improvement. Pupils are making effective progress in writing, but work set leads to pupils repeating skills that are already secure and not developing the highest standards for enough pupils. It also shows that pupils' love of reading is not being used well to develop extended writing that allows pupils to reach the highest standards in writing.
- Those pupils who have SEN and/or disabilities make good progress from their varied starting points. Leaders' precise analysis of the needs of pupils and the training that teachers and teaching assistants have undertaken helps pupils make good progress in reading and mathematics that is stronger than progress in writing.
- There are too few disadvantaged pupils to make meaningful use of published performance information over time. However, inspectors' scrutiny of disadvantaged pupils' work showed very positive gains in reading and mathematics and effective progress in writing. Attainment is improving for these pupils and is much closer to the national average than in the past.
- Pupils are very keen readers. In the most recent screening test for reading at the end of Year 1, an above average proportion of pupils attained the expected standard. Pupils say that they read regularly at home and have a good understanding of what they are

reading. Challenging texts and skilful questioning by adults develop pupils' skills in deduction and inference and extend pupils' vocabulary. By Year 6, pupils read clearly and accurately with meaning and expression.

Early years provision

Good

- Children joining Reception settle quickly because there are established routines that support children and their families. These include visits to the Nursery setting, taster sessions for parents and children as well as home visits by staff.
- Children enter Reception with skills that are typical for their age. They make good progress from their different starting points. As a result, children are well prepared for learning in Year 1 by the end of the Reception Year.
- Teachers and other adults have good subject knowledge and pick up children's misconceptions quickly. Teachers and adults make accurate assessments and there are clear systems in place to check children's progress. This enables adults to identify the next steps in learning for each child. Small group work and adult interventions are provided for children requiring additional support to catch up. Consequently, teaching is helping children to make good progress in learning.
- The curriculum provides children with a good range of learning activities which match their interests and next steps in learning, although there are missed opportunities for focused learning in the outdoor curriculum. Children are excited by the largely well-planned activities. For example, children watched the incubation of eggs and the hatching of ducklings. Also, they visited an outdoor activity centre to build dens with Year 1 pupils.
- In the classroom, children demonstrate highly positive attitudes to learning. They are able to work with sustained focus because the learning activities make them curious and capture their imagination well.
- The outdoor area is attractive and spacious with a cycle track, a mud kitchen, a stage and a wide range of other equipment. The environment provides good opportunities for children to develop their physical skills and to cooperate well together. The new leader of the provision agrees with inspectors that the outdoor area is not yet sufficiently developed to fully encourage and support boys' engagement in reading and writing skills for them to match the skills exhibited by girls.
- The early years leader has accurately identified the strengths and weaknesses in the provision and has clear plans for improvement. She checks the quality of teaching regularly and identifies professional development to help staff strengthen their practice further. This has resulted in the quality of provision in the early years being consistently good.
- Contributions from parents are valued. There are online systems in place for parents to see their children's work as well as to contribute experiences children are having at home. Parents are very positive about the school's communication with them.
- All the appropriate welfare and safeguarding requirements are met in the early years setting.

School details

Unique reference number	117842
Local authority	East Riding of Yorkshire
Inspection number	10048191

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

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	374
Appropriate authority	The governing body
Chair	Janet Drewery
Headteacher	Helen Shepherdson
Telephone number	01482 667 352
Website	www.broughprimaryschool.co.uk
Email address	brough.primary@eastriding.gov.uk
Date of previous inspection	21 June 2016

Information about this school

- The school is larger than the average-sized primary school.
- The proportion of disadvantaged pupils supported through the pupil premium is well below average.
- Almost all pupils are White British. Very few pupils speak English as an additional language.
- One in six pupils has support for SEN and/or disabilities. This is above average.
- The proportion of pupils with a statement of SEN or an education, health and care plan is well above average.
- The headteacher took up her post from 1 September 2016. At the same time, a new chair and vice-chair of the governing body were elected. A new leader for the early years provision took up post from 1 September 2017.
- The school has an enhanced resource provision, The Bridge, to support a small number

of pupils who have social, emotional and mental health needs. The provision opened from 1 September 2018 and is funded by the local authority.

- The school site is shared with the local, separately managed, children's centre. This is subject to a separate inspection and did not form part of this inspection.

Information about this inspection

- Inspectors observed a range of teaching and learning throughout the school. Three observations took place with the headteacher and deputy headteacher.
- During the two days of the inspection, inspectors spoke with pupils, both individually and in groups, about learning and safety.
- Inspectors reviewed pupils' work in lessons and analysed samples of work in pupils' books.
- Inspectors listened to some pupils reading.
- The lead inspector held a meeting with the chair of the governing body and three other governors. An inspector held a meeting with the school's improvement adviser from the local authority.
- Inspectors also held meetings with senior leaders and other staff.
- Inspectors looked at the school's review of its own performance, its development and improvement plans, a number of school policies and the minutes of meetings of the governing body. They considered a range of documentation in relation to child protection, safeguarding, behaviour and attendance.
- Inspectors analysed the 147 responses to Ofsted's online questionnaire for parents, Parent View. They also analysed the 36 responses to the Ofsted staff questionnaire.

Inspection team

Jim McGrath, lead inspector	Ofsted Inspector
Richard Knowles	Ofsted Inspector
Tracy Fulthorpe	Ofsted Inspector
Gina White	Her Majesty's Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Raising concerns and making a complaint about Ofsted', which is available from Ofsted's website: www.gov.uk/government/publications/complaints-about-ofsted. If you would like Ofsted to send you a copy of the guidance, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk.

In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when and as part of the inspection.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.gov.uk/government/organisations/ofsted.

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at www.gov.uk/ofsted.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2018