

# Inspection of a good school: Brandesburton Primary School

Main Street, Brandesburton, Driffield YO25 8RG

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Inspection dates:

5 and 6 July 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

## **What is it like to attend this school?**

Relationships between adults and pupils are respectful and trusting. Pupils enjoy attending school. They are supportive of one another and are eager to share their ideas in the classroom. There is a calm atmosphere around the school. Pupils include each other in playground games.

Behaviour is good. Pupils say they do not have to worry about bullying. Bullying is rare. Pupils understand that people can have different views or different backgrounds. They feel this is important. Pupils learn how to keep safe when using the internet. They know who to talk to if they feel unsafe.

Pupils are beginning to enjoy joining in a wider range of school clubs following recent school closures caused by the COVID-19 (coronavirus) pandemic. These are well attended by all groups of pupils. Leaders encourage pupils to be resilient. They develop a 'toolkit for life' that will help them to be good citizens.

The new headteacher has high expectations of what pupils can achieve. The new leadership team have begun to implement change to improve standards. However, the changes made have not had time to improve pupils' learning. Leaders have recently introduced a new reading programme. Some pupils find it difficult to sound out words because teachers have only just had the training. In the wider curriculum, some subjects are not well planned. Subject leaders have not identified the important knowledge that pupils need to learn. They do not check what pupils know and remember carefully enough.

## **What does the school do well and what does it need to do better?**

Adults help children to develop language from an early age. They encourage children to develop their vocabulary through reading stories. The early years leader has reviewed the curriculum. Children build on what they know each term. This provides them with a secure foundation for learning in the early years. However, leaders have not worked with subject leaders to ensure that pupils have the knowledge they need for Year 1.

Leaders make reading a priority as soon as children start school. Leaders have introduced a new approach to the teaching of reading. This is still very new. All staff have received training. They follow the programme closely. Teachers check how well pupils are doing as they move through the reading programme. Pupils who fall behind receive extra help. However, despite the new system being introduced there are too many pupils who are not keeping up with the new programme. The new reading programme has not yet had time to improve pupils' reading.

Leaders have introduced a new mathematics programme. Lessons are well prepared. Pupils revisit what they have already learned in previous lessons. They have many opportunities to solve problems. Teachers check what pupils know at the end of each unit. However, they do not use this information well enough. Pupils in different year groups often do the same work. This means that work is too hard for some pupils and too easy for others. Leaders do not check what pupils know thoroughly enough. This means they do not have an accurate understanding of what needs to improve.

Leaders have begun to review the curriculum for subjects in the wider curriculum. They have identified what they want pupils to be able to do each year. However, they have not identified what pupils must know in each subject. As a result, it is unclear what teachers should teach. This means that pupils are not able to talk about what they should know in subjects such as history. In some subjects such as history and design technology, pupils learn the same knowledge in different year groups. This means they do not get the chance to build on what they have learned before. Foundation subject leaders have not checked their subjects carefully. This means they don't know what needs to be done to improve their subjects.

Pupils with special educational needs and/or disabilities (SEND) receive effective support. There are clear systems in place to identify pupils who may need additional help. The special educational needs co-ordinator (SENCO) provides staff with further advice where needed. Pupils with SEND have detailed plans that outline the support they receive. Staff work well with outside agencies to provide pupils with the help they need.

Leaders have considered the impact of school closures on pupils' relationships, sex and health education offer. They have reviewed plans so that pupils get the opportunity to revisit any missed learning. Leaders promote the need to be resilient and to care for others. Pupils are respectful of different beliefs and opinions.

The new Headteacher is determined to ensure that pupils are well prepared for life in secondary school. Staff appreciate the support they receive. The school team support each other well. They are focused on making improvements to pupils' learning.

## **Safeguarding**

The arrangements for safeguarding are effective.

Leaders place the safeguarding of pupils as a priority. Staff receive regular updates about safeguarding. They know which signs to look for to identify a range of safeguarding concerns. Staff know who to report to if they have any concerns about a pupil's safety.

Thorough checks are made when new staff are recruited. There are detailed induction procedures to ensure that staff are well prepared to deal with any safeguarding issues.

Pupils learn how to keep themselves safe through the school's curriculum. They know how to stay safe online. Pupils learn about road safety and how to keep safe on small roads around the village.

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

### **(Information for the school and appropriate authority)**

- Too many pupils are not keeping up with the school's new reading programme. Adults have only recently received training. This means some pupils struggle to read unfamiliar words. Leaders should ensure that teachers continue to receive help to deliver the new reading programme effectively.
- Sometimes, the activities teachers plan are poorly matched to pupils' starting points. Pupils in different year groups receive the same curriculum input in subjects such as history and design technology. This prevents pupils from accessing new learning. Teachers should ensure that lesson activities are well matched to the needs of all pupils so that they are able to build on what they know and remember, year on year.
- Curriculum plans for foundation subjects are not sequenced well. Leaders have not connected learning in the early years to what pupils are expected to know in Year 1 and beyond. This prevents pupils from reaching ambitious end points that prepare them for future learning. In each subject, curriculum leaders should carefully consider what it is they want pupils to know and in what order.
- Subject leaders do not check what pupils have learned. As a result, they do not have an accurate understanding of the effectiveness of the school's curriculum. Leaders should ensure that assessment actively supports pupils to successfully build on prior knowledge so that they know more, can do more and remember more of the intended curriculum.

## Background

When we have judged a school to be good we will then normally go into the school about once every four years to confirm that the school remains good/outstanding. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the first section 8 inspection since we judged the school to be good on 28<sup>th</sup> March 2017.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

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.

## School details

<b>Unique reference number</b>	117831
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10227132
<b>Type of school</b>	Primary
<b>School category</b>	Maintained
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Gender of pupils in sixth-form provision</b>	N/A
<b>Number of pupils on the school roll</b>	151
<b>Of which, number on roll in the sixth form</b>	N/A
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Phil White
<b>Headteacher</b>	Lucy Northern
<b>Website</b>	<a href="http://www.brandesburton.e-riding.sch.uk">www.brandesburton.e-riding.sch.uk</a>
<b>Date of previous inspection</b>	28 March 2017, under section 8 of the Education Act 2005

## Information about this school

- This is a below average sized primary school.
- The proportion of disadvantaged pupils is well below the national average.
- The proportion of pupils who speak English as an additional language is well below the national average.
- The proportion of pupils identified as having SEND is well below the national average.
- The school does not use alternative provision for current pupils.

## Information about this inspection

- Inspectors met with the headteacher, designated safeguarding lead, special educational needs coordinator and curriculum leaders. Meetings also took place with members of the teaching staff and with teaching support staff.
- The inspector met with members of the governing body and the local authority.
- The inspectors undertook deep dives in reading, mathematics and history. For each deep dive, the inspectors met with subject leaders, looked at curriculum plans, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The inspector reviewed documents relating to safeguarding, including records on the school's recording system and the single central record.
- The inspector met with staff to discuss the training they have received, how leaders support them and how workload is managed.
- There were 24 responses to Ofsted's questionnaire for parents, Parentview. Inspectors took into account the responses to Ofsted's online questionnaire for staff and for pupils.

## Inspection team

Jaimie Holbrook, lead inspector

Ofsted Inspector

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