

Inspection of a good school: Brough Primary School

Springfield Avenue, Brough HU15 1AE

Inspection dates:

30 to 31 January 2024

Outcome

Brough Primary School continues to be a good school.

What is it like to attend this school?

This is a school that is built upon respect and kindness. Relationships between adults and pupils are warm and caring. A sense of family and community runs through the school. Pupils say they feel safe and that they trust adults to help them. Pupils look for opportunities to help each other. For example, older pupils enjoy role-modelling good manners and routines to children in Reception during lunchtime. Pupils are taught to understand different groups and people in society. As one pupil said, 'We are all different, and we should all be treated with care.'

Leaders are ambitious for all pupils. Pupils with complex special educational needs and/or disabilities (SEND) who access 'The Bridge' are given bespoke support to help them in their learning. These pupils are encouraged to manage their emotions with increasing success. This helps them with their learning in the curriculum.

Pupils are enthusiastic about their learning. They begin their work enthusiastically and present their work with pride. Adults manage behaviour in a consistent way. Pupils say that adults are fair. Leaders have ensured that there are clear routines that pupils follow around school. School is calm and ordered. This helps pupils to feel safe. Leaders are alert to instances of potential, or actual, bullying.

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

Leaders have undertaken recent work on developing the curriculum. This work is beginning to give pupils opportunities to build more knowledge over time. For example, Year 2 pupils talk confidently about their learning about The Great Fire of London from Year 1, and how this connects to current learning in history.

Subject leaders are beginning to consider how children's learning in the early years can prepare them for Year 1 and beyond. Subject leaders regularly check how well their subjects are being taught. However, in some subjects, the checks leaders make are not sufficiently focused on the progress some groups of pupils are making.

There are clear systems for identifying pupils with SEND. Pupils with SEND access the same curriculum as their peers. Adults support these pupils to be resilient and independent in their learning. Pupils in 'The Bridge' access the same curriculum as their peers, with support.

Leaders have introduced systems to make them aware of pupils whose attendance is lower than they would like. However, the evaluation of the school's actions in this area do not closely enough inform the next steps it might take to further improve attendance.

Leaders and staff understand the importance of helping pupils to become fluent readers. The phonics curriculum begins as soon as children enter Reception. Staff have access to regular training to help them to understand and deliver the curriculum. Pupils are given regular opportunities to practise reading with books containing sounds they have learned. Pupils who need support with reading are quickly identified. However, the system to identify specific weaknesses in phonics knowledge is not precise enough. The support these pupils receive is not targeted closely to the gaps in knowledge that they have. The school's checking of how well these pupils are catching up is not as rigorous as it could be. Pupils enjoy reading and being read to. Leaders are undertaking work on further developing this reading culture. Children in the early years enjoy their regular story time sessions.

Pupils enjoy and benefit from a wide range of activities and experiences beyond the classroom. Older pupils, for example, enthusiastically talk about their residential experiences. Pupils are taught to recognise and respect different cultures and religions in wider society. Through the personal, social, health and economic education curriculum, pupils develop a sense of different groups of people in society who may face prejudice. They understand the broader make-up of the community and society that they are a part of. Pupils explain why prejudice and discrimination are unacceptable. Pupils are taught how to keep themselves safe online. Children in the early years are supported to follow routines in their classroom. These routines and expectations develop their independence as learners.

Governors understand their roles. They assure themselves that what leaders tell them is reflected in the reality of pupils' experiences. They offer support and challenge to leaders. They are conscious of the workload and well-being of staff. Staff feel supported by leaders around workload and well-being. They feel listened to and a part of the school's journey.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Systems to identify specific weaknesses in pupils' phonics knowledge are not precise enough. As a result, some pupils do not catch up with their peers in reading quickly.

The school should ensure that assessment information relating to pupils who need to catch up in reading is used to closely inform the support that these pupils receive.

- There is more to do to ensure the school understands clearly the impact of its work on pupils' learning, achievement and rates of attendance. As a result, some opportunities are missed for the school to refine its actions and have a greater impact on pupils. The school should take action to better understand the impact of its work and refine or improve steps further to help pupils learn more and attend more often.

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. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a graded inspection, which is carried out under section 5 of the Act. Usually this is within one to two years of the date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good in October 2018.

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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	117842
Local authority	East Riding of Yorkshire
Inspection number	10297287
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	302
Appropriate authority	The governing body
Chair of governing body	Michael Verdun
Headteacher	Helen Shepherdson
Website	www.broughprimaryschool.co.uk
Dates of previous inspection	17 and 18 October 2018, under section 5 of the Education Act 2005

Information about this school

- The school has a resourced provision called 'The Bridge' for pupils with social, emotional and mental health needs.
- The school does not use any alternative provision for any of its pupils.

Information about this inspection

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the school and has taken that into account in their evaluation of the school.
- To evaluate the effectiveness of safeguarding, the inspector: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector spoke to senior leaders, including members of the governing body.

- The inspector spoke to a representative from the local authority.
- The inspector carried out deep dives in mathematics, early reading, and history. For each deep dive, the inspector discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to pupils about their learning and looked at samples of pupils' work.
- The inspector evaluated responses from parents to Ofsted's online survey. They spoke with some parents dropping their children off at school. Inspectors also evaluated the responses that staff and pupils made to Ofsted's online survey.

Inspection team

Liam Colclough, lead inspector

His Majesty's Inspector

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