

# Inspection of Brandesburton Primary School

Main Street, Brandesburton, Driffield YO25 8RG

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Inspection dates: 24 and 25 April 2024

**Overall effectiveness** **Good**

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The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

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

Brandesburton is a welcoming and caring school. Pupils feel safe and get along well with staff and each other. Relationships are warm and built on mutual respect. Pupils know that staff care for them and 'champion' their success. As a result, they are happy and enjoy coming to school.

The expectations of what pupils will achieve at Brandesburton are high. The outcomes from national assessments in reading, writing and mathematics reflect these expectations. Pupils benefit from a wider curriculum that is also well planned and considered. Pupils enjoy the additional opportunities the school provides to enhance this curriculum, such as extra-curricular clubs and visits. These include a rollerblading club and visits to art galleries.

Some pupils feel that behaviour on the playground is not as good as the behaviour in the classrooms. However, inspectors noted that behaviour both in the classrooms and around the school is calm and respectful. At playtime, pupils play well together. There are very few instances of low-level disruption or pupils off-task in lessons.

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

Since the last inspection, leaders have taken rapid action to improve the quality of education. The curriculum has been redesigned. It is ambitious for all pupils, including those with special educational needs and/or disabilities (SEND). The school has identified the key knowledge they want pupils to remember. Pupils enjoy learning and can use the key knowledge and skills they gain with confidence. Examples of this include when pupils are making puppets in design and technology or solving problems in mathematics.

As the curriculum has undergone recent change, the school has identified the gaps in knowledge that pupils have. The school has taken effective action to address this. Leaders recognise that the curriculum will continue to require further refinement, as it becomes fully embedded.

Pupils with SEND receive some additional interventions and support to help them learn the curriculum. While these are useful, sometimes pupils' barriers to learning are not identified clearly enough. This means that the support they receive is not as sharp as it could be. Activities are not routinely well adapted or scaffolded to support their learning.

A love of reading has been established across Brandesburton. Pupils enjoy texts by a range of authors and speak with enthusiasm about the books they read. Pupils have daily phonics sessions. Regular assessment of pupils' reading means that those who do need support to catch up get this quickly. Staff receive ongoing training and regularly review the impact of the reading programme. As a result, pupils gain the skills they need to be able to read well.

Attendance is a high priority. Significant improvements have been made to reduce persistence absence. By carefully understanding barriers to good attendance, leaders take effective action to support families and improve attendance. This work is having a positive impact.

Pupils at Brandesburton build their own 'toolkit for life'. They are taught about how to keep themselves safe, including when they are online. Pupils understand democracy and how to show kindness and respect towards others. However, pupils do not have a secure understanding of different faiths. Pupils who are 'restorative practice ambassadors' allow pupils to work together, solve problems and make sure that all pupils have someone to play with. The ambassadors help pupils to play an effective role in school life. Pupils value this and say the ambassadors are making 'a big difference'.

Children in the early years foundation stage (EYFS) get off to a flying start. The curriculum is well planned. Careful decisions are made about resources and activities, based on children's needs and interests. Early reading and mathematics are given a high priority. Children thrive in this setting and play together in a focused way. They show independence by setting up activities and tidying away. Children leave the EYFS ready for the demands of Year 1.

Parents appreciate the work of the school. One parent's comment summarises the views of many, stating 'My children have flourished at the school'. Staff morale is high. Staff, at all levels, appreciate the support they receive from leaders. They feel valued. Governors are knowledgeable and proactive. They visit school regularly to check the impact of leaders' work. Staff and governors welcome the professional development opportunities and training provided by the school. This external support has played a positive role in Brandesburton's recent work.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- The curriculum does not provide sufficient opportunity for pupils to learn about different faiths. Pupils have a limited understanding in this area of the curriculum. The school should widen the curriculum to enable pupils to acquire the knowledge that they need about different world faiths.
- The school does not identify the barriers to learning for some pupils with SEND precisely enough. This means that these pupils do not get the support that they need in the classroom. The school should take further action to better identify pupils' needs and put the correct support in place.

## 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

<b>Unique reference number</b>	117831
<b>Local authority</b>	East Riding of Yorkshire
<b>Inspection number</b>	10290035
<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>Number of pupils on the school roll</b>	163
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Phil White
<b>Headteacher</b>	Lucy Northen
<b>Website</b>	<a href="http://www.brandesburton.e-riding.sch.uk">www.brandesburton.e-riding.sch.uk</a>
<b>Dates of previous inspection</b>	5 and 6 July 2022, under section 8 of the Education Act 2005

## Information about this school

- The school does not use any alternative provision.
- The school operates an on-site breakfast club on the school premises.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- Inspections are a point-in-time judgement about the quality of a school's education provision.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with senior leaders, curriculum leaders, teachers and support staff.
- The lead inspector met with members of the governing body, including the chair of governors.

- The lead inspector held discussions with the school improvement leader from the academy trust the school is working with.
- The inspectors carried out deep dives in these subjects: reading, mathematics, history and design technology. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work where available. The lead inspector also listened to a sample of pupils read to a familiar adult.
- To evaluate the effectiveness of safeguarding, the inspectors: 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.
- Inspectors scrutinised a range of other documentation, including records of pupils' behaviour and attendance, school improvement plans, minutes from governing body meetings and the leaders' evaluation of the school.
- Inspectors spoke informally to pupils to gather their views on school life.
- To gather parents' views, inspectors took account of the views of parents from Parent View, Ofsted's online questionnaire, including free-text comments. The lead inspector also talked to parents at the start of the school day.
- To gather the views of staff, inspectors reviewed the responses to the Ofsted surveys.

### **Inspection team**

Scott Grason-Taylor, lead inspector	Ofsted Inspector
Nick Coates	Ofsted Inspector
Paul Higginbottom	Ofsted Inspector

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