

Brotherton and Byram Community Primary School

Inspection report

Unique Reference Number	121384
Local Authority	North Yorkshire
Inspection number	327473
Inspection dates	18–19 May 2009
Reporting inspector	Lesley Clark

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	189
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Mr J Crawford
Headteacher	Mrs J Thomlinson
Date of previous school inspection	8 March 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Low Street Brotherton Knottingley West Yorkshire WF11 9HQ

Age group	3–11
Inspection dates	18–19 May 2009
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Introduction

The inspection was carried out by two additional inspectors.

Description of the school

Brotherton and Byram Community Primary School is in a purpose-built, privately funded building across the river Aire from Ferrybridge power station. It is a popular school and an increasing number of pupils come from Knottingley and Ferrybridge as well as from the two villages. Most pupils walk to school. Most pupils are White British. The few from minority ethnic heritages speak English as their first language. Although the proportion of pupils with learning difficulties and/or disabilities is broadly average their needs are significant. The number with a statement of special educational need is above average, as is the number of pupils who are vulnerable. A small number of pupils have significant behavioural difficulties. The school was given a grant in 2007-8 because of its challenging circumstances.

The Early Years Foundation Stage consists of a Nursery where children attend part-time and a Reception class. The school has the Healthy Schools award, the Activemark, the Basic Skills award and the Inclusion Quality Mark.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

Grade: 2

This is a good school. It makes outstanding provision for children in the Early Years Foundation Stage. Pupils in Year 6 say, 'It's a brilliant school, we don't want to leave.' Most parents agree, commenting, 'It's a happy school with a great environment for children to enjoy.' Pupils' personal development is good because the school takes good care of everyone. Significant strengths are the support the school gives to vulnerable pupils and their families and the curriculum for pupils' personal, social and emotional development. As a result, pupils have good self-esteem. They are polite, friendly and work and play together well. A number of parents raised concerns over bullying. They should be reassured that the school investigates reported incidents thoroughly. Most pupils are confident that the school deals with these successfully. A small number of pupils do have identified behavioural difficulties. Their challenging behaviour is managed well. In lessons, staff take great care to ensure that it does not disrupt the learning of others. At break and lunchtimes, pupils play lots of games together and have equipment such as skipping ropes and bouncy balls with which to play. Pupils frankly admit, 'There is some rough play' and recognise that 'The odd one or two try to be good but can't manage it.' Most pupils behave well. Pupils' attendance is above average because they clearly enjoy coming to school. The school is well led and managed and gives parents lots of opportunities to be involved in their children's education. This is one reason why reading standards have gone up and why pupils are enthusiastic readers. Governors give good support and ask the right sort of questions to help the school move forward. The school has come on a long way since the last inspection. It is well placed to continue to improve.

Pupils, including those with learning difficulties and/or disabilities, achieve well. From below average starting points in Year 1 they make good progress to reach average standards in English, mathematics and science by the end of Year 6. Standards have risen in Key Stage 1 because teaching is highly effective in Year 2. The quality of teaching is largely good with some outstanding practice and some which is satisfactory. The transition from the Early Years Foundation Stage to Year 1 is too abrupt. Pupils go from learning actively and finding things out for themselves in Nursery and Reception to spending a lot of time listening and learning in a very formal way. While more-able pupils can cope, others find it hard to concentrate and so their progress slows. Across the school, pupils are not always given enough time to talk or explain their ideas or to take part in role-play. This means that their communication skills and vocabulary are not as well developed as they should be and so they are not confident speakers. This is holding back pupils' preparation for their future lives, despite their improving literacy and numeracy and good social skills.

The good curriculum is lively and interesting and gives pupils lots of opportunities to visit different places and learn about other cultures. Visitors to school further enrich the curriculum. When asked what they liked about their school most pupils said they really liked 'All the different sports and activities.' Pupils have a good understanding of why it is important to lead healthy lives and talk about the fun of walking to school under an umbrella when it rains. They have good safety awareness. Most of all, they enjoy school because, in their words, 'It's really happy, lessons are fun and if you don't get it the teachers explain more.'

Effectiveness of the Early Years Foundation Stage

Grade: 1

The provision has improved considerably in the last two years. Children now make outstanding progress. A large proportion of children start Nursery with poor speech and language skills and with physical and social immaturity. Activities both indoors and outside are exceptionally well planned to excite children's curiosity and make them think for themselves. There are numerous opportunities for children to practise early basic skills in the most natural way. For example, children drew their designs for a water chute and then helped to construct it. The result was a complex system of interlinking open pipes. Sparkly bits in the water not only made it look more appealing, but also helped children to see the water flow as they caught cascades of water in different vessels. Elsewhere, children climbed small ladders to 'paint walls' with water or wrote cards in the post office, practising early writing skills. The quality of teaching is outstanding. All adults question very well, skilfully extending children's one-word answers so they begin to speak more fluently. Staff make careful observations throughout the day to check children's learning and to plan what they need to learn next. Children quickly become independent and self-reliant. Following an educational visit from a local bakery, children set up their own, donning hairnets and even a paper bag to ensure their hair was covered up. Adults show immense resourcefulness, for example, by making a bread oven out of a cardboard box and silver paper. Children are extremely well cared for. They become happy, curious young learners who help each other and concentrate well because the provision is extremely well led and managed and exceptionally well organised. As a result, children make rapid gains and by the end of Reception, most reach the level expected for their age. Close links with parents and carers further support learning.

What the school should do to improve further

- Broaden and enrich lessons in Year 1 to make learning more active and practical, building on the excellent practice in the Early Years Foundation Stage.
- Give pupils more time to talk and explain their ideas and take part in role-play so that they become more confident and articulate speakers.

Achievement and standards

Grade: 2

The outstanding progress made by children in the Early Years Foundation Stage in the last two years has yet to have an impact on standards at the end of both key stages. Almost all pupils reach nationally expected levels in English, mathematics and science by the end of Year 6 and a growing number of higher achievers exceed these each year. Standards in Year 2 have risen and are now close to average. This indicates good achievement based on these pupils' below average starting points. The trend in the school's results is upwards. The school meets its challenging targets because of a strong focus on reading, writing, and calculation. Staff have successfully encouraged pupils to read regularly at home. Pupils are keen to collect stickers on their bookmarks so they can choose a new book for themselves. Daily opportunities for pupils to read, as well as listening to stories, have also had a marked impact on standards. Similarly, intensive support for writing, especially boys' writing, is proving successful. Boys now write as well as girls because the subject matter interests them and they know how to plan what they write. Pupils with learning difficulties and/or disabilities make good progress because their individual education plans help them to learn a step at a time.

Personal development and well-being

Grade: 2

Pupils are open, friendly and welcoming. They are proud of their school and of their achievements. They take their work seriously and are keen to do well. They especially like the system of rewards and stickers because they believe this helps them. The school council represents pupils' views well and is currently working on a booklet for new people starting at the school. It meets regularly, but not as often as in most schools. Older pupils have responsibilities, such as play leaders, which they carry out sensibly. Behaviour is good overall and is impeccable in outstanding lessons and in assemblies. Behaviour at playtimes is well managed and pupils know who to tell if they have concerns. They are confident that adults can help them sort out problems and are clear about the differences between bullying and falling out with friends. Pupils' spiritual, moral, social and cultural development is good. Pupils have a growing understanding of other faiths and cultures as well as their own. They make good use of occasions during the day to reflect on their own lives and to consider important issues and dilemmas. They are satisfactorily prepared for their future lives in terms of their literacy and numeracy skills, but are not very articulate when asked to discuss ideas or express their views.

Quality of provision

Teaching and learning

Grade: 2

Teachers are skilled at managing pupils' behaviour and use up-to-date technology well to encourage pupils' interaction. Most pupils find learning fun because 'Our lessons start with a warm up' and 'We know what to do to improve our work'. This is because teachers' marking is good and pupils know their targets and what they have to do to reach the next level. Marking in Year 6 is a genuine two-way process. Pupils evaluate their work which the teacher then checks and suggests ways to improve it. In the next lesson, pupils are given time to read these and take action. This is highly effective as shown in their rapid progress and comments such as 'I get it' and 'Yes, I agree, thank you'. In the best lessons, teachers question effectively and use role-play to help pupils articulate their thoughts and feelings. The open-ended nature of the questions encourages pupils to express themselves with increasing perceptiveness and detail. Tasks are practical and intellectually challenging and suitable support is given to those who need it. Teaching assistants are used well to help different groups of pupils to learn. In less effective lessons, questions requires one-word answers, and so opportunities are missed to help pupils to learn new vocabulary and become confident speakers. Pupils spend too much time sitting and listening and so their progress slows as they lose concentration.

Curriculum and other activities

Grade: 2

The rich and varied curriculum encourages pupils to enjoy learning. Special events, such as the recent Egyptian Day or visit to an art gallery, give pupils valuable first hand experiences which bring learning alive. The curriculum is broad and links subjects together so that it is relevant to pupils' lives. The school does not look at how pupils might develop skills progressively so their finished work shows increasing sophistication as they grow older. A good range of additional features, including a wide range of lunchtime and after-school clubs, further enhances provision. The curriculum to promote pupils' personal and emotional development is a strength.

The curriculum in Year 1 is too formal to meet the needs of all pupils, especially lower and average achievers, who are not yet ready to learn in this way.

Care, guidance and support

Grade: 2

The school takes good care of all its pupils, who confirm they feel safe and protected. Pupils' self-esteem grows because they are given a great deal of support and encouragement. Vulnerable pupils are helped sensitively. Adults are vigilant. Accidents and incidents are carefully recorded and actions taken when necessary. The school has very clear and effective systems to tackle bullying, which also help pupils who have concerns or worries. Pupils with identified behavioural problems receive effective support from the school and from outside agencies to enable them to take a full part in lessons. The school fully meets all current government safeguarding requirements. Pupils' progress is carefully and regularly checked so that those who need additional help are identified quickly and receive the support they need. Provision for pupils with learning difficulties and/or disabilities is good and they make good progress as a result. The school makes reasonable provision for the very small number of identified gifted and talented pupils, but this is at an early stage.

Leadership and management

Grade: 2

The distinctive features of leadership and management are its organisation, efficiency and concern for equal opportunities. Parents express considerable confidence in the way the school is led, commenting on its openness and approachability. The headteacher is very visible around school and parents are welcomed, listened to and included. Parents rightly point out 'The school is keen to 'do' not just to listen.' This is evident in the outstanding direction provided by the headteacher who initially led the changes in the Early Years Foundation Stage and then established a dynamic leadership team. The senior leadership team plays a full part in checking the work of the school. As a result of their well-judged suggestions, the quality of teaching and learning has improved and standards are on the up. Middle leaders are very effective. Governance is good, offering the right balance of encouragement, support and challenge. The school makes a good contribution to community cohesion locally, but has more to do to develop international links. A strength is the way in which the school checks on the impact of its actions before planning its next step. Self-evaluation is spot on and this is why the school is improving rapidly.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well being?	2
The capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	1

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

¹Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average to below average; Grade 4 - Exceptionally low.

Personal development and well-being

How good are the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
The extent to which learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

The quality of provision

How effective are teaching and learning in meeting the full range of learners' needs?	2
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

We really enjoyed meeting so many of you. Thank you for being so helpful and welcoming. It was fun seeing Year 4's Egyptian Day and the Nursery and Reception children baking bread like the real bakers who came into school to show them how to do it. An especial thank you to the school council and group of Year 6 who spent time talking to us. Your views were very helpful and helped us see the school from your point of view. Your school gives you a good education. It is well led and managed and is improving all the time. You are well taught and your teachers take good care of you. Most of you behave very well. Your attendance is better than in many other schools so it is clear that you enjoy coming here. You have lots of interesting clubs and activities. You are learning well because of all these things.

Your school gives children in the Nursery and Reception classes an excellent start and they make extremely good progress as a result. It is a bit of a shock for them when they go into Year 1 because suddenly they have to learn in a much more grown up way and some of them find this very difficult. So I have asked your teachers to make sure that Year 1 pupils have more active and practical activities so they build on the excellent practice in the Early Years Foundation Stage.

You make good progress, especially in reading and writing. Boys now write as well as girls! I noticed in lessons that some of you do not get much time to talk and discuss your ideas. Sometimes your teachers ask you questions that just need a one-word answer. It is important when you grow up to be able to speak confidently and to discuss your ideas, so I have asked your teachers to give you more time to talk and explain your ideas and take part in role-play. This will help you to become more confident and articulate speakers.

I hope that you enjoy the changes I have suggested. You can do your part by trying out lots of new words when you speak. Have fun!