

Brough Primary School

Springfield, Avenue, Brough HU15 1AE

Inspection dates

21–22 June 2016

Overall effectiveness

Requires improvement

Effectiveness of leadership and management	Requires improvement
Quality of teaching, learning and assessment	Requires improvement
Personal development, behaviour and welfare	Good
Outcomes for pupils	Requires improvement
Early years provision	Requires improvement
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is a school that requires improvement

- Teaching and learning are inconsistent across the school. Pupils' progress is not sufficient to ensure enough achieve at higher levels.
- Teachers' expectations of pupils are not always high enough. Teaching is not always accurate and some mistakes and misconceptions go unchecked.
- Teachers do not provide enough challenge to the most able to help them reach the highest level.
- Early years leaders have not taken effective action to tackle the slowing progress of children.
- Assessment information is not always accurate enough to show how well different groups of pupils are achieving over time.
- Evaluations about the performance of the school are overly optimistic, leading to improvement planning that lacks sharpness and clarity about key priorities.
- Leaders do not take full account of the progress made by all groups of pupils as they move through each key stage, including key stage 1, when evaluating the school's performance.
- School leaders and governors do not act quickly enough to identify and tackle issues when they arise. Consequently the quality of teaching and pupils' outcomes has declined since the last inspection.

The school has the following strengths

- Governors and school leaders foster a caring, nurturing and supportive place for pupils where they make good gains in their personal development. All staff play their part to ensure that this happens.
- Disadvantaged pupils and those who have special educational needs and/or disabilities are well supported across the school and begin to catch up with their classmates.
- Pupils are keen to learn; they enjoy their learning and respond well to advice from adults. Pupils behave well in classrooms and at playtimes and are happy to attend school.
- Parents are supportive of the school and have confidence in the care and support their children receive.

Full report

What does the school need to do to improve further?

- Improve the effectiveness of the early years provision, by ensuring that:
 - children working without direct supervision have a clear understanding about what is expected of them and that the expectations are suitably challenging
 - adults pronounce sounds accurately when teaching phonics and check children’s pronunciations more rigorously
 - early years leaders gather accurate assessment information when children start school.
- Improve the quality of teaching to ensure that all pupils, especially the most able, make faster progress from their various starting points, by ensuring that:
 - in lessons pupils are moved on more quickly to tasks which challenge their thinking and deepen their understanding
 - teachers raise their expectations of what pupils, especially the most able, can achieve and plan their learning to enable pupils to excel
 - teachers further develop and secure their subject knowledge and pay greater attention to correcting pupils’ mistakes, misconceptions and the presentation of their work.
- Improve the impact of leadership and management at all levels, by ensuring that:
 - school evaluations are more accurate and actions taken to address emerging issues are more timely
 - governors have a sharper focus on the progress of all pupils across all key stages, especially key stage 1 and early years
 - leaders at all levels establish an accurate view on the quality of teaching with a clear focus on the impact on learning.

An external review of governance should be undertaken in order to assess how this aspect of leadership and management may be improved.

Inspection judgements

Effectiveness of leadership and management requires improvement

- Senior leaders' evaluations of the progress pupils make are not secure. New assessment systems are only just beginning to provide the detailed information about the progress pupils are making that is necessary to drive improvement. Previous assessment information has not always been accurate. Consequently, evaluations about how well pupils are achieving over time have been overly optimistic and incomplete. Emerging issues have not been recognised quickly enough to ensure that effective action can be taken in a timely manner.
- Leaders, including subject leaders, have established a comprehensive system for evaluating the quality of teaching. They analyse emerging assessment information, visit classrooms, look in pupils' books and hold regular meetings with teachers. However, some of this analysis lacks a sufficient focus on the impact that teaching has on learning to ensure that enough pupils make rapid and sustained progress.
- School leaders are successful in the early identification of pupils who have special educational needs and/or disabilities and in ensuring that effective support is provided for these pupils so that they make faster progress and begin to catch up with their peers.
- School leaders at all levels share a strong commitment to providing support for pupils' emotional needs and well-being. Leaders have the full confidence and support of staff and parents to achieve this aim. As a result, pupils say that they feel well cared for and enjoy coming to school.
- School leaders provide a wide, balanced and engaging curriculum. A number of residential trips help bring this learning to life. Opportunities for developing spiritual, moral and cultural development and modern British values are provided, including opportunities for recognising the importance of democracy, tolerance and respect. Pupils are assessed on a regular basis for their skills and attributes in all subjects. Physical education (PE) and sports funding for primary schools is used effectively to provide greater opportunities for pupils to access specialist coaching. This coaching is also further developing teachers' subject knowledge.
- There are well-established systems in place to manage the performance of teachers. This helps leaders to identify relative strengths in teaching, and where performance begins to slip to be able to provide support to improve teaching. Teachers feel well supported and challenged to improve their teaching but this sometimes lacks the necessary focus. Recent training in the teaching of mathematics across the school is beginning to make a difference to the progress pupils make.
- The school is successful in ensuring that government funding for disadvantaged pupils is making a difference to the achievements of disadvantaged pupils. School leaders have identified the barriers to learning which pupils face and have offered solutions. The information on the school website generally meets statutory requirements in that it is provided. However, there are some issues with the quality of this information as it lacks clarity and detail about the difference this funding makes, and does not fully reflect the work of the school.
- **The governance of the school**
 - Governors know about the achievement of pupils at the end of key stage 2. They challenge senior leaders about the results of national tests at the end of Year 6 and the progress pupils make across key stage 2. They are less secure in challenging school leaders about the progress pupils make in the early years and key stage 1. Consequently, the priorities that governors identify for improving the school are not always carefully focused on some key areas of weakness.
 - Governors are knowledgeable about the difference that additional funding for disadvantaged pupils is making. They review this provision on a regular basis and are aware of the actions that school leaders have taken.
 - Governors visit the school on a regular basis, talk to staff and pupils and carry out their own reviews. This ensures that they have first-hand knowledge about the daily life of the school. Each governor has clearly defined roles and responsibilities. Evaluations about the effectiveness of the school are, however, overly positive and this limits the challenge governors can make to school leaders.
- The arrangements for safeguarding are effective. School leaders work hard to ensure that systems to safeguard children and families are kept under review and are continually improving. Safeguarding is seen as everyone's responsibility. Staff, including lunchtime supervisors, talks confidently about their roles and responsibilities.

- The school works closely with other agencies and engages directly with local authority safeguarding priorities. The school team works closely together and with other agencies to ensure that safeguarding concerns are known about and acted on. Staff are well informed and their training is up to date and comprehensive. Areas where support is needed are identified and extra assistance is provided to families, including help with attendance issues. Actions to address potential site issues occasionally lack sufficiently tight timescales.

Quality of teaching, learning and assessment requires improvement

- The quality of teaching and learning is inconsistent across the school and does not secure consistently good outcomes for pupils.
- Teachers use targeted questions and regular feedback to check pupils' learning. The school's policy on feedback is not always consistently applied. Some opportunities to address mistakes and misconceptions are missed and some reflections offered by pupils are not accurate or checked by the teacher.
- Pupils do not always move quickly on to new learning or tasks that offer sufficient challenge. As a consequence, the most able pupils lose important learning time because they are covering old ground. The planned learning opportunities for the most able pupils are improving in mathematics but the provision is still inconsistent across the school to ensure that these pupils make quicker and sustained progress.
- The teaching of phonics (linking letters to the sounds they represent) has improved in key stage 1. As a result, pupils are increasingly confident readers and writers. In early years, phonics teaching is sometimes inaccurate. Children's use of mispronunciations are not always picked up and corrected.
- Where teaching promotes and sustains rapid learning, pupils are given tasks which offer opportunities to challenge their thinking, extend their reasoning and apply new skills and understanding in a variety of contexts. In these lessons, tasks are well matched to pupils' current needs and interests.
- The school has successfully developed approaches to improve opportunities in writing and engage boys more effectively. Opportunities to write and apply writing skills are evident in a range of subjects and contexts. Subsequently, the rate of progress in writing has improved across the school. Recent training and support for the teaching of mathematics are beginning to make a difference in some lessons, but it is too soon to see sustained improvement.
- In key stage 1 and key stage 2, teaching assistants support learners well with a range of strategies and questioning approaches. They support a range of pupils, including those that need help to catch up and the most able.
- The current assessments held by the school to measure progress are improving and increasingly accurate. Assessment information provides teachers with appropriate information about the current skills, attitudes and abilities of pupils and informs daily planning to meet pupils' needs.

Personal development, behaviour and welfare

is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils have a good understanding of how to keep themselves safe in a variety of situations, including when using the internet, and say that they feel safe in school.
- A strong focus on pupils' emotional well-being ensures that pupils are confident and that there is a strong ethos of mutual respect and care. As a result, pupils support each other and are positive about their relationships with adults in the school.
- Pupils take pride in their achievements and are eager to share their successes. However, this is not always reflected in the presentation of their work.
- Pupils are aware of and celebrate cultural and individual differences. They understand why this is important to a harmonious life in school and in society in general.
- Pupils have a well-developed understanding of healthy lifestyles and they talk knowledgeably about healthy eating and fitness, and what difference they make to themselves and others.

- Parents recognise the supportive and caring ethos of the school. Those who spoke with inspectors, and those who responded to Parent View, overwhelmingly agree that the school keeps their children safe and that bullying is rare.

Behaviour

- The behaviour of pupils is good.
- Everyone has a fundamental understanding of the behaviours expected of them. The school's ethos is reflected in the respectful and supportive relationships between staff and pupils. As a result, a positive atmosphere conducive to learning is evident in classrooms. Adults, including lunchtime supervisors, say that pupils are courteous and polite.
- Pupils are considerate of each other and take an interest in each other's achievements. They play well together at playtimes and in the early years provision, children have a good understanding of routines. Pupils move around school in an orderly manner and go to their lessons promptly.
- Pupils understand what impact unacceptable behaviour has on others. They are confident and thoughtful when discussing hurtful and inappropriate behaviours. Pupils say that bullying is rare. When it does occur, they are confident that it will be resolved quickly by staff.
- Pupils have good attitudes to their work and concentrate well. On the occasions where the learning is too easy, pupils' attention can wander. Where silliness in lessons does occur, this is picked up quickly by teachers and dealt with.
- The school tracks pupils' attendance systematically. Absences are followed up immediately, and where attendance starts to falter, advice and support are given. This helps to keep pupils and children safe. Consequently, attendance is above national averages for all pupils and groups of pupils.

Outcomes for pupils

require improvement

- The progress of pupils across subjects and year groups, including early years, is variable and needs improvement in order for achievement to be securely good.
- The vast majority of pupils leave the school equipped with the necessary skills, attitudes and understanding to access the next steps in their education. However, too few achieve even higher standards to enable them to excel.
- The teaching of phonics is a strength in key stage 1. The proportion of Year 1 pupils that meets the expected standard in phonics is above the national figure. Those that do not reach the expected standards in Year 1 do so by the end of Year 2.
- From secure starting points, pupils in key stage 1 make steady progress in reading, writing and mathematics. The vast majority achieve the expected standard by the end of the key stage. However, the number of pupils exceeding national standards and attaining higher levels has declined.
- The progress of pupils across key stage 2 in reading and mathematics has slowed. The vast majority of pupils make the progress expected of them, but the number making accelerated progress is below that seen nationally. Evidence seen in books and lessons indicates that, although there is some improvement, progress is still inconsistent across many year groups and subjects.
- The rate of progress made by pupils in writing in key stage 2 has improved and the proportion making and exceeding expected progress is better than that seen nationally, reflecting increased opportunities for pupils to practise their writing skills.
- Results in the national tests at the end of Year 6 in 2015 were broadly in line with national averages in reading and mathematics. In writing, a significantly higher than average proportion reached national standards.
- The proportion of pupils going on to achieve at higher levels in spelling, punctuation and grammar in 2015 was significantly below that seen nationally. Action to address this is beginning to make a difference in the accuracy of pupils' writing.
- A wide range of intervention and support is provided for pupils who have special educational needs and/or disabilities. Adults and resources are deployed effectively, and as a result, this group of pupils make consistently speedy progress.
- The most able pupils make steady progress, but limited opportunities to extend their thinking and understanding restrict their opportunities to make even better progress. In some instances, teachers' subject knowledge is not secure enough to provide additional challenge.

- The progress made by disadvantaged pupils is good across the school and helps them close the attainment gap with other pupils. As a consequence, the vast majority of disadvantaged pupils leave the school having achieved the expected standards in reading, writing and mathematics.

Early years provision

requires improvement

- Evidence seen by inspectors indicates that most children enter the Reception class with the skills and knowledge that are typical for their age. The proportion achieving the expected level of development is broadly average at the end of the early years. The proportion of children who reach the required level of development is decreasing over time and the current group of children are on course to continue this trend.
- There are no differences in the progress of children who are disadvantaged or who have special educational needs and/or disabilities compared with the progress of other children. Only a small proportion of children make rapid progress from their starting points, which means that progress overall is not good.
- Leaders have not taken effective action to address the slowing of progress in early years. This is because the school has not secured accurate information about the children's starting points and therefore has not had accurate measures of the gains individual children and groups are making in their knowledge and skills over time. Assessments do, however, increasingly inform the planned learning and next steps for children.
- There is inconsistency in the quality of the learning activities provided. Staff work hard to provide an attractive and stimulating environment. However, children are not always clear about the purpose of the activities provided, especially when working away from adults. The challenges they are set are not stretching children's understanding or skills and some do not then settle and stick to tasks.
- Where adults work directly with children, they are clear about what they want the children to do and ask searching questions to establish current levels of understanding and promote effective learning. Opportunities to develop learning further through adults extending and challenging children's thinking, or by encouraging them to work together, are missed.
- The teaching of phonics is structured and helps children to use their reading and writing skills in a range of other activities. Some adults, however, do not use the correct sounds for letters or pick up on children's mistakes in pronunciation.
- Staff are aware of the welfare requirements in early years and are committed to safeguarding children. They report concerns to the safeguarding teams and are up to date with their training.
- Children generally behave well, mix positively with each other and like to join in group activities. They can talk confidently about school rules and are happy to approach adults for advice and support.
- The early years team works with a local network of schools and early years providers to ensure that the transition between settings is as smooth as possible. As a result, children settle quickly into the Reception class.
- Staff build positive links with parents from the outset, ensuring that they receive relevant information about the work of the school and how to support their children's learning. Parents also help to provide information about what their child can and cannot do when they start at the school.

School details

Unique reference number	117842
Local authority	East Riding of Yorkshire
Inspection number	10011000

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

Type of school	Primary
School category	Maintained
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	424
Appropriate authority	The governing body
Chair	Keith Smith
Headteacher	Isabel Peirson
Telephone number	01482 667352
Website	www.broughprimaryschool.co.uk
Email address	brough.primary@eastriding.gov.uk
Date of previous inspection	10–11 May 2011

Information about this school

- Brough Primary School is larger than the average-sized primary school
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress.
- The proportion of pupils who have special educational needs and/or disabilities is above the national average
- The proportion of pupils supported by pupil premium funding is below the national average. Pupil premium funding is additional funding for pupils who are known to be eligible for free school meals or are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is below the national average.
- Children in the school's Reception classes attend full time.
- The school site is shared with the local, separately managed, children's centre.
- The school meets requirements on the publication of specified information on its website.

Information about this inspection

- Inspectors held discussions with governors, the headteacher, senior leaders and some subject leaders.
- Discussions were also held with other school leaders and staff to establish how well the school was operating.
- Inspectors observed learning in all classrooms. Joint observations were carried out with the headteacher and other senior leaders.
- Inspectors considered pupils' work, had discussions with pupils and listened to some read.
- Inspectors observed pupils' behaviour and relationships around the school, in lessons and at playtimes.
- Inspectors met with some parents at the start of the school day and scrutinised the responses to Parent View, the online Ofsted questionnaire for parents.
- The inspection team examined a wide range of school documentation, including evidence of the school's self-evaluation, information about the performance of teachers and pupils, reports to the governing body, plus information on the curriculum, safeguarding and other key policies.

Inspection team

Jonathan Brown, lead inspector	Her Majesty's Inspector
Mary Lanovy-Taylor	Ofsted Inspector
Susan Birch	Ofsted Inspector
Julia Wright	Ofsted Inspector
Jamie Holbrook	Ofsted Inspector

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