

Bradleys Both Community Primary School

Address: Skipton Road, Bradley, Keighley, West Yorkshire, BD20 9EF

Unique reference number (URN): 149625

Inspection report: 10 February 2026

Exceptional	
Strong standard	● ● ●
Expected standard	● ● ● ●
Needs attention	
Urgent improvement	

✔ Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, pupils are made safer and feel safe.

How we evaluate safeguarding

When we inspect schools for safeguarding, they can have the following outcomes:

- Met: The school has an open and positive culture of safeguarding. All legal requirements are met.
- Not met: The school has not created an open and positive culture of safeguarding. Not all legal requirements are met.

Strong standard ●

Attendance and behaviour

Strong standard ●

Leaders' work has a significant and sustained impact on attendance. Attendance has remained above national averages over time, including for disadvantaged pupils and those who may face barriers to their learning. Persistent absence is significantly below national levels. Leaders have clear and well-understood policies in place, for example the use of first-day calling, daily tracking and scrutiny of pupils' circumstances where attendance is close to or below 90%. Strong and effective professional relationships with families and practical support such as the availability of wraparound provision help to remove barriers. This tenacious yet proportionate approach secures high attendance and rapid improvement for individuals where needed.

Pupils learn in a calm, orderly and respectful environment. Behaviour in lessons and at social times is settled. Pupils demonstrate an appetite for learning in classrooms free from disruption. They cooperate very well, and older pupils expertly model the school's high expectations to their younger friends. Leaders have established a clear behaviour framework, which is understood and applied consistently by staff and pupils. Bullying is rare and dealt with promptly. Discrimination, harassment and unsafe behaviours are rare and are addressed quickly and effectively. There is a powerful relational culture that underpins pupils' engagement, wellbeing and readiness to learn.

Inclusion

Strong standard ●

Leaders have established an inclusive culture across the school. Leaders and staff get to know pupils and families well. Strong and trusting relationships are evident between the school and its community. Systems for identifying pupils who may need extra support are well understood and used consistently by staff. This results in pupils' needs being recognised and supported as early as possible. Leaders respond promptly when concerns are raised and work effectively with external agencies and services to secure additional support for pupils and their families. Pupils with special educational needs and/or disabilities who require more specialised approaches receive prompt and tailored support to help them access learning and settle well in school.

Leaders work with external experts to enhance the quality of the school's inclusion offer. Leaders and partners check how well guidance is implemented in classrooms and provide further, specialised training when necessary. Staff promote the school's inclusive culture effectively. They are skilled at supporting pupils through well-considered adaptations, for instance through the use of technology or careful scaffolding.

Leaders ensure that all pupils take part in a range of clubs and activities that promote their wellbeing. They use additional funding to help disadvantaged pupils overcome any barriers to their involvement in school life.

The school provides a coherent, extensive personal development programme that is carefully tailored to pupils' needs and the school's rural context. Leaders' actions ensure that personal, social and health education and relationships education is well structured, age-appropriate and reinforced through assemblies and wider experiences. Pupils demonstrate a secure understanding of online and offline risks, including stranger danger and the specific risks associated with their local rural environment, such as open land and water. They know how to seek help and can describe healthy relationships and consent in an age-appropriate way. Disadvantaged pupils and those who may face barriers access the full personal development offer, supported by targeted pastoral support.

Pupils are able to reflect thoughtfully on right and wrong. They show keen respect for others' values and beliefs, and articulate why racism, sexism and bullying are unacceptable. Pupils cooperate well, resolve minor conflicts with support and participate positively in school life. Pupils' understanding of fundamental British values is secure. They explain fairness, rules, democracy and individual liberty and how these apply in their school. Pupils' awareness and respect for the differences between people's backgrounds and experiences are highly developed. Pupils celebrate difference through their everyday interactions and what they learn in the curriculum.

Leaders foster pupils' character, confidence and resilience through a rich programme of wider opportunities. Pupils take part in enrichment activities that help to develop their talents and interests as well as broaden their cultural horizons. They hone their social and leadership skills as they work together with their peers across age groups. Pupils enjoy these experiences and describe feeling confident to try new activities.

Pastoral systems are highly effective. Leaders and staff know pupils and families well, identify vulnerability early and commission support through external partners when needed. The impact is evident in pupils' sense of safety, positive attitudes, strong attendance and reduced behaviour incidents. Overall, pupils are very well prepared for life in modern Britain, demonstrating responsibility, respect and growing independence.

Expected standard ●

Achievement

Expected standard ●

Pupils achieve well and make secure progress through the curriculum. They remember key knowledge and use subject-specific vocabulary to explain their thinking, for example when exploring ideas in history. There is some variability in pupils' application of key knowledge and skills across the curriculum. For example, consistently high-quality handwriting beyond handwriting lessons is less secure for some pupils.

By the end of key stage 2, pupils typically attain above their peers nationally in reading, writing and mathematics. The proportion of Year 6 pupils attaining higher standards in reading, writing and mathematics is typically at least in line with national. Pupils achieve well in the Year 1 phonics screening check and the Year 4 multiplication check.

Disadvantaged pupils and those with special educational needs and/or disabilities generally make suitable progress from their starting points. Pupils are prepared appropriately for their next steps, with older pupils demonstrating increasing confidence in using important knowledge and subject vocabulary accurately.

Curriculum and teaching

Expected standard 

Leaders have designed a coherent and ambitious curriculum. Subjects, such as history, geography and science, have been carefully designed and interest pupils. Pupils revisit prior learning and build knowledge over time. Pupils eagerly told inspectors about recent and past learning, which had clearly inspired them. Teachers generally check pupils' understanding carefully and help pupils to fill any gaps in their knowledge. At times, teachers do not use what they know about pupils' understanding effectively to help shape learning and ensure that pupils deepen their knowledge.

Leaders make sure that phonics and reading are taught well. Staff use what they know about pupils' starting points to plan teaching and additional support that help pupils build their reading skills and make progress. Pupils who need extra help learning to read, or in relation to special educational needs and/or disabilities, benefit from targeted support that is matched to their needs.

Teachers benefit from training that strengthens their subject knowledge and helps them teach effectively. A deliberate, shared approach to high-quality teaching is typically evident across the school. On a small number of occasions, staff do not ensure pupils benefit from consistent highly purposeful opportunities to practise applying their knowledge of English and mathematics across the curriculum. On these occasions, the high expectations of the work that pupils should produce are not maintained as well as they could be. Leaders evaluate how well the curriculum is taught and have prioritised areas for further improvement.

Early years

Expected standard 

The school's early years provision gives children a positive start to their education. Staff interactions with children are warm and purposeful. They model language well and support children to develop communication through talk, questioning and shared routines. Children are settled and engaged. Their relationships with staff and one another support their confidence and willingness to learn.

Leaders have designed a curriculum that sets out what children need to learn to be prepared for key stage 1. Staff identify children's starting points and use observations and personalised learning journeys to track their progress through the curriculum. Phonics and early mathematics are prioritised. Children begin to secure knowledge and skills from the start. This supports early reading, writing and mathematics. Staff provide in-the-moment support to remove barriers and help children practise and consolidate learning.

Leaders ensure that they provide daily, planned opportunities for children to explore their natural environment and the world around them. Children develop social skills, independence and positive attitudes through consistent routines and supportive relationships. Transition arrangements and partnership with parents and carers are well

established, with information gathered before entry and ongoing communication supporting children's readiness for Year 1.

Leadership and governance

Expected standard 

Leaders have a secure and increasingly accurate understanding of the school's strengths and priorities for improvement. They identify priorities such as how well the curriculum is taught. Leaders take decisions in the best interests of pupils, particularly those with special educational needs and/or disabilities and those facing attendance or safeguarding vulnerabilities. Leaders draw on external expertise and provide bespoke support when necessary. These actions improve pupils' engagement, attendance and wellbeing.

Leaders are attentive to staff wellbeing and workload. Staff feel supported and valued, with clear systems and shared resources reducing unnecessary burden. Professional learning is impactful. This is particularly supportive of enhancing adaptive teaching, early reading and the provision for pupils with special educational needs and/or disabilities. Leaders model professional learning through joint learning walks. Trust networks provide subject expertise and support for non-specialists. This builds capacity.

Those responsible for governance provide appropriate support and challenge to school leaders. Governors monitor the work of the school and engage in regular dialogue about staff wellbeing and school priorities. Leaders maintain constructive relationships with parents and external agencies, strengthening provision for vulnerable pupils through multi-agency working. Responsibilities are understood, and leaders assure themselves that systems, for instance, those relating to safeguarding, are operating as intended. Overall, leadership and governance are effective, with clear impact on pupils' inclusion and engagement and a continued focus on securing greater consistency in curriculum implementation.

What it's like to be a pupil at this school

Pupils experience school as a calm, friendly and inclusive place where they feel safe and known as individuals. Relationships with adults are warm and respectful, and pupils say that staff are approachable and quick to help if they are worried. Pupils have few worries about bullying and know that staff address any concerns quickly. Pupils explain how the school helps keep them safe, including through learning about online risks and local hazards such as canals.

Behaviour is typically calm and purposeful. In lessons, pupils concentrate well, talk sensibly about their learning and cooperate with each other. Older pupils set a positive example for younger children. This strong culture supports learning and helps pupils feel that they belong. Most pupils attend well, including those who are disadvantaged and those with special educational needs and/or disabilities. Leaders work closely with families when attendance dips, and pupils benefit from the stability this brings.

Pupils enjoy their learning, particularly in mathematics, history and science, where lessons are well structured and pupils can explain what they are learning and why. Early reading is

taught systematically, and younger pupils gain confidence in phonics and early writing. Pupils facing additional barriers are included fully in school life. Bespoke support, wraparound care and tailored arrangements help reduce barriers so that pupils can take a full part in their learning and make progress from their starting points. There are some inconsistencies in pupils' learning experiences in a small number of subjects.

Pupils benefit from a rich personal development offer that extends learning beyond the classroom. Activities such as 'Bradleys' university', lunchtime clubs and cross-age experiences broaden pupils' horizons and build confidence. These activities help pupils to be very well prepared for their lives beyond school. Pupils talk with growing maturity about respect, fairness and being part of a community.

Next steps

- Leaders should ensure all staff apply the school's agreed teaching approaches consistently, maintaining high expectations for the quality of work in pupils' books across all subject areas, so that strong foundations are secured in every lesson.
 - Leaders should further strengthen the use of assessment across all foundation subjects, ensuring that the information gathered is used effectively to inform pupils' next steps in learning.
-

About this inspection

This school is part of Yorkshire Collaborative Academy Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Jo Robinson, and overseen by a board of trustees, chaired by Jenny Baynes.

The chair of the board of governors in this school is Rebecca Stapleton.

Inspectors carried out this full inspection under section 5 of the Education Act 2005.

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspectors spoke with the headteacher, lead teachers for early years and key stage 1 and for key stage 2, the chair of governors, representatives of the governing body, staff, pupils, parents and carers during the inspection. Inspectors also spoke with representatives from Yorkshire Collaborative Academy Trust, including the chief operating officer, the chair of trustees and one other trustee.

The inspectors confirmed the following information about the school:

The school does not currently use alternative provision.

Lead inspector:

Marcus Newby, His Majesty's Inspector

Team inspector:

Marian Thomas, Ofsted Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

 This data is from 10 February 2026

School and pupil context

Total pupils

122

Below average

What does this mean?

The total number of pupils currently at this school and how this compares to other schools of this phase in England.

National average: 272

School capacity

133

Well below average

What does this mean?

The total number of pupils who can attend the school and how this compares to other schools of this phase in England.

National average: 300

Pupils eligible for free school meals (FSM)

9.02%

Well below average

What does this mean?

The proportion of pupils eligible for free school meals at any point in the last six years.

National average: 26.3%

Pupils with an education, health and care (EHC) plan

1.64%

Below average

What does this mean?

The proportion of pupils with an education, health and care plan. This covers pupils with more support than is available through special educational needs support.

National average: 3.5%

Pupils with special educational needs (SEN) support

11.48%

Below average

What does this mean?

The proportion of pupils with reported special educational support needs at the school.

National average: 15%

Location deprivation

Well below average

What does this mean?

Based on the English Indices of Deprivation (2019) and the school's location, we have calculated whether the school is located in a more or less deprived area.

Resourced Provision or SEND Unit (if applicable)

No resourced provision

What does this mean?

Whether school has Resourced Provision or SEND unit (if applicable).

All pupils' performance

Pupils reaching the expected standard in reading, writing and mathematics

The percentage of pupils meeting the expected standards in a combined reading, writing and mathematics measure.

Year	This school	National average	Compared with national average
Latest 3 year average		61%	
2024/25 (revised)	82%	62%	Above
2023/24 (final)	63%	61%	Close to average
2022/23		60%	

Pupils reaching the expected standard in reading

The percentage of pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		74%	
2024/25 (revised)	82%	75%	Above
2023/24 (final)	74%	74%	Close to average
2022/23		73%	

Pupils reaching the expected standard in teacher-assessed writing

The percentage of pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		72%	
2024/25 (revised)	91%	72%	Above
2023/24 (final)	89%	72%	Above
2022/23		71%	

Pupils reaching the expected standard in mathematics

The percentage of pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		73%	
2024/25 (revised)	91%	74%	Above
2023/24 (final)	74%	73%	Close to average
2022/23		73%	

Disadvantaged pupils' performance

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		46%	
2024/25 (revised)	S	47%	S

Year	This school	National average	Compared with national average
2023/24 (final)	S	46%	S
2022/23		44%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading.

Year	This school	National average	Compared with national average
Latest 3 year average		62%	
2024/25 (revised)	S	63%	S
2023/24 (final)	S	62%	S
2022/23		60%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing.

Year	This school	National average	Compared with national average
Latest 3 year average		59%	
2024/25 (revised)	S	59%	S
2023/24 (final)	S	58%	S
2022/23		58%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics.

Year	This school	National average	Compared with national average
Latest 3 year average		60%	
2024/25 (revised)	S	61%	S
2023/24 (final)	S	59%	S
2022/23		59%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Disadvantaged pupils' performance gap

Disadvantaged pupils are those who have been eligible for free school meals at any point in the last six years and children looked after. The school disadvantage gap is the difference between the performance of the school's disadvantaged pupils compared to the performance of all non-disadvantaged pupils nationally.

Disadvantaged pupils reaching the expected standard in reading, writing and mathematics

The percentage of disadvantaged pupils meeting the expected standard in reading, writing and mathematics, including the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		68%	
2024/25 (revised)	S	69%	S
2023/24 (final)	S	67%	S
2022/23		66%	

Disadvantaged pupils reaching the expected standard in reading

The percentage of disadvantaged pupils meeting the expected standard in reading and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	80%	S
2022/23		78%	

Disadvantaged pupils reaching the expected standard in teacher-assessed writing

The percentage of disadvantaged pupils meeting the expected standard in teacher-assessed writing and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		78%	
2024/25 (revised)	S	78%	S
2023/24 (final)	S	78%	S
2022/23		77%	

Disadvantaged pupils reaching the expected standard in mathematics

The percentage of disadvantaged pupils meeting the expected standard in mathematics and the disadvantaged gap.

Year	This school	National non-disadvantaged score	School disadvantage gap
Latest 3 year average		80%	
2024/25 (revised)	S	81%	S
2023/24 (final)	S	79%	S

Year	This school	National non-disadvantaged score	School disadvantage gap
2022/23		79%	

'S' in the table above indicates the data has been suppressed, which is usually due to small cohorts. The suppression rules applied by the DfE when publishing the data have been mirrored and applied in the report card.

Absence

Overall absence

The percentage of all possible mornings and afternoons missed due to absence from school (for whatever reason, whether authorised or unauthorised) across all pupils.

Year	This school	National average	Compared with national average
2024/25 (2 term)	3.1%	5.2%	Below
2023/24 (3 term)	3.3%	5.5%	Below

Persistent absence

The percentage of pupils missing 10% or more of their possible mornings and afternoons.

Year	This school	National average	Compared with national average
2024/25 (2 term)	1.0%	13.3%	Below
2023/24 (3 term)	5.5%	14.6%	Below

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other schools can learn from it.

Strong standard

The school reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The school is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The school needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <https://reports.ofsted.gov.uk>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.gov.uk/ofsted

© Crown copyright 2026



© Crown copyright