



North

Yorkshire County Council

NORTH YORKSHIRE LA REVIEW

BRADLEY'S BOTH COMMUNITY PRIMARY SCHOOL

16 JUNE 2015

Children and Young People's Service

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LOCAL AUTHORITY REVIEW

DATE OF VISIT: 16 June 2015

Introduction

- Bradley's Both Community Primary School was inspected in December 2013 and judged to require improvement. A monitoring inspection in March 2014 judged that school leaders and governors were starting to take effective action to tackle the areas for improvement identified in the inspection but made a number of recommendations to focus and accelerate improvements.
- This local authority review was to judge the continuing effectiveness of action and their impact on addressing the identified issues and was the opportunity to test the readiness of the school for re-inspection and to evaluate its self-evaluation judgements.

Structure of the review

- The review was undertaken by:

Mike Smit	Lead Reviewer	Lead Adviser
Shan Brough Jones	Team Reviewer	Education Development Adviser

Evidence Base:

- Advisers observed all classes and conducted and saw teaching across the school. Some lessons were jointly observed with the headteacher;
- Meetings were held with pupils including the head boy and girl and the school council, school leaders, staff and governors. The team spoke with pupils informally, in lessons and around school as well as hearing pupils read;
- Advisers observed the school's work including at break and lunchtime and looked at the school website, Data Dashboard, pupils' books, progress data, safeguarding information and other documentation;
- Advisers took account of the responses to Parent View (Ofsted's on-line questionnaire) and spoke to parents;
- The headteacher participated in discussions with the review team to shape the final report.
- The team gave feedback to staff observed (as requested) and to the Senior Leadership Team, Chair of Governors and area lead adviser on the strengths and areas to improve.

Context

- Bradleys Both Community Primary School is smaller than average. Pupil numbers have been broadly consistent in recent years.
- The proportion of pupils known to be eligible for the pupil premium, which provides additional funding for children in the care of the local authority and for students known to be eligible for free school meals, is much lower than average.
- A below average proportion of pupils are from minority ethnic backgrounds, and few pupils speak English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is below average.

- The school meets the government's current floor standards, which set out the minimum expectations for attainment and progress in English and mathematics.
- Since the inspection a new headteacher has been appointed. A newly qualified teacher has been appointed as have a number of teaching assistants. A co-opted governor is chair of the governing body.

Areas for improvement identified in the last section 5 inspection.

- Improve the quality of teaching in order to improve the rate of progress of pupils and their behaviour in lessons by:
 - ensuring all teachers provide activities which take into account the varying needs of all pupils
 - ensuring more-able pupils are challenged to work at the highest level and the less able receive the support needed
 - checking that lessons are organised well and that throughout lessons the pace of learning is brisk and activities engage pupils' interests and so sustain their attention and ensure good behaviour
 - ensuring that during lessons teachers effectively gauge the pupils' understanding and offer support if they have misunderstood key learning points.
- Improve leadership and management by ensuring that:
 - staff in roles of leadership, including the Early Years Foundation Stage, are provided with the training and support to improve their skills in assessing the needs of pupils and checking they make strong progress
 - teaching is monitored thoroughly and the necessary training provided to remedy any concerns
 - pupils' progress is regularly analysed so that extra support is provided where it is most needed and teachers have a more rounded picture of needs of pupils in their class
 - the interim headteacher becomes fully effective by providing more time for her to focus on the management role as headteacher by removing other, smaller responsibilities.

Report

- The new headteacher has transformed the school. He has brought confidence to a school that had gone through a period of instability. His personal enthusiasm, hard work and commitment have been key factors in leading the school to make necessary improvements. Above all he has brought a clear vision and strong sense of direction.
- He has been supported by the growing confidence and resilience of other leaders whose effectiveness has been shaped by revised policies that have brought consistency to school routine and practice, rigorous performance management and improved professional development. Leadership has been further grown by productive partnerships with other schools and the involvement of effective external leaders. The administrative team are very effective meaning that good leadership is underpinned by strong and effective management. There is a strong team ethos.
- Governance has improved. The roles and responsibilities of governors have been rationalised and the body has a realistic and evidenced view of the strengths and weaknesses of the school and are now impacting on the strategic direction of school improvement including its financial management.
- The school has good capacity to improve.
- Behaviour is good. Pupils are listened to and their opinions are valued and shared and influence policy. Their good learning behaviours have improved their progress and

achievement in lessons. They describe a school in which behaviour is good and now free from bullying. Pupils are safe and feel safe.

- The quality and consistency of teaching has improved since the last inspection. Policies for teaching and learning have shaped classroom practice and regular monitoring has ensured that they are applied and are impacting on pupil outcomes.
- Pupil progress and achievement have improved. School leaders have worked hard to improve assessment and tracking. Information from these informs planning and resourcing and has improved the learning of all groups.
- The Early Years Foundation Stage provision has improved significantly since the inspection; its teaching and its outcomes are good.
- **Senior leaders and governors continue to take effective action to tackle the areas requiring improvement identified at the recent section 5 inspection.**

Recommendations:

- School leaders and governors have been proactive in addressing the areas for improvement identified in the last section 5 inspection and additional recommendations from the section 8 inspection. These areas remain the focus for school improvement augmented as they are by priorities identified through self-evaluation. These additional recommendations aim to consolidate rather than redirect school improvement.
- In order to improve the impact of leadership in and management of the school;
 - Revise the published aims to reflect the current views of pupils, parents, staff, governors and the community and to promote and influence the values of tolerance and respect that inform the life and work of the school.
- In order to further improve teaching and learning:
 - Continue to embed good practice.
- In order to formally capture and reflect current parental perceptions on improvements made:
 - Use the planned questionnaire to elicit parents' opinions on aspects of the school's work and encourage them to record or update their views on Parent View.

The quality of leadership in and management of the school are good

- The headteacher is popular and highly respected by the school community. His enthusiasm and positivity embodies a school with a re-discovered confidence and sense of ambition.
- The school has been through a challenging period that is reflected in the 'requires improvement' inspection report. A core group of staff remained loyal to the school through the period of difficulty and the headteacher has built a new team around them; drawing on their experience and building and nurturing their skills to improve their effectiveness. This work has been accelerated and strengthened by effective partnerships with other schools and the involvement of expert teachers and leaders. The school is now more outward looking and actively seeks help rather than, as in the recent past, relying on its historic reputations and self-sufficiency alone. One senior leader described leadership and management as 'a solid team.'
- Central to the school's rapid improvement is the robust and honest approach to self-evaluation. The headteacher knows his school very well and is acutely aware of growing strengths and continuing areas requiring development. His judgements of learning are accurate and well-evidenced and he is able to contextualise observations of learning and achievement in evaluations over time.
- The school improvement plan is very effective. Priorities are derived from the last

inspection report and self-evaluation and the vision for improvement is encapsulated in priority three: 'To develop and empower the whole school team to ensure their accountability in the further improvement of our whole school.' Actions are criteria referenced and impacts recorded although it is not clear how this aligns with the end of year targets.

- The plan gives a high priority to staff appraisal based on high expectations. Performance management is used for teachers and, since the appointment of the current headteacher, teaching assistants. It is applied intelligently and effectively, for example, the mentor for the newly qualified teacher is herself learning through the process and compensating for some deficiencies in the mentoring she received when she was newly qualified. The improved support and challenge, the effective programme of training and the link to pay progression have, in combination, driven improvement of middle leadership and classroom practice.
- School leaders regularly evaluate the effectiveness of policies and adapt them in response. This means that their impact is evaluated as work in progress and then adjusted to reflect feedback from staff and pupils. Indeed the ethos of the school is now built around respect for the views and influence of pupils. The appointment of a head boy and girl, the election of a school council and the deployment of pupils with specialist roles to help manage break-times, the library, fund raising etc. are all evidence of a school that puts the child at the heart of its work and life.
- In a school of this size, senior and middle leadership are largely combined and have improved since the inspection. The hard work and commitment of long-serving staff has been refocused with roles and responsibilities clarified and systems and protocols established that give formality and integrity to assessment and monitoring. The work of the Special Educational Needs Co-ordinator exemplifies this. The numbers of pupils with special educational needs and those supported by the pupil premium is low. Their work and outcomes are monitored regularly with assessments used to track progress and the impact of interventions. The local cluster is used well to share best practice and to moderate judgments.
- The school's curriculum has been rethought and now better meets the needs of all. Early Years Foundation Stage provision has been a focus of significant improvement. So too has outside provision with the 'wildlife area' an important resource used with increasing effectiveness during lessons and break-times. The spiritual, moral, social and cultural development of pupils is a strength of the school. Staff and pupils are rightly proud of their curriculum work which has focused around the charity 'Rays of Sunshine'. It is an example of purposeful learning and has been used to teach many aspects of the curriculum. In addition, pupils have gained empathy and understanding of other people's needs. One pupil asked for donations to this charity instead of birthday presents.
- Provision in Early Years Foundation Stage was an area identified in the previous inspection report as needing significant improvement. The Headteacher recognised that the substantive Foundation Stage teacher had, over time received very little support and guidance in order to develop the practice and improve the curriculum. The Headteacher has invested considerable time and resource to support the Foundation Leader in her work which has now come to fruition. The environment is stimulating and the adults have high expectations.
- The school's administrative team is very effective with the aim of further strengthening this from September following a restructure. They represent an optimistic and cheerful first point of contact for parents and visitors and the efficiency of their work is a factor in improvements to management. For example, lateness and non-attendance are taken seriously and followed up formally and effectively. Safeguarding procedures are effective and meet all current statutory requirements.
- Parental responses to Parent View, Ofsted's on-line questionnaire, are historic and do not give feedback on the current leadership. Parents who spoke to reviewers were strongly of the view that parents tended to report formally when they were unhappy and that the lack of responses to Parent View were because current views were very

positive. The overwhelming feedback from parents was very positive. They commended the improvements to clear and regular communication, the settled teaching staff and a Head teacher who 'listens and is instrumental in improving the school'.

- The school website has been updated, meets statutory requirements, is easy to navigate and very informative
- Local authority support has been good. A detailed support plan was used to facilitate adviser and school to school support. Its impact has been tracked over time and impact measured.
- **Governance**
 - The governance of the school has been through a period of dysfunction culminating in a local authority warning letter. This prompted a number of resignations and allowed the reconstitution of a governing body that is more fit for purpose; drawing on an appropriate range of skills, backgrounds and experience. Governance is now effective and makes an important contribution to leadership in and management of the school.
 - Governance is organised effectively with an appropriate committee structure. Governors know the school very well through a combination of regular formal monitoring and informal visits to school that allow them to see day to day life. This further informs their good knowledge of data. They are well informed by school leaders but maintain an independent view through their own analysis of tracking and RAISEonline.
 - Governors take safeguarding seriously and conduct their own audits. Their own record keeping and administration have improved. They critically review school policies, informed by feedback from school leaders and their own observations of practice.
 - The governing body recognise that the school went through a period of insularity and are now looking to build stronger links with the community. Their vision for school improvement coincides with that of the leadership team meaning that the partnership between the two is united in its pursuit of the vision. They recognise that this is not adequately described or defined in the current published aims of the school.

The behaviour and safety of pupils at the school

are good

Behaviour

is good

- The behaviour of pupils is good. Pupils are well-supervised and respond politely and courteously to the expectations of adults but have been encouraged to develop their own resilience and independence.
- One pupil told the review team: 'The school is building itself up and is now good.' All pupils who spoke to reviewers said that behaviour had improved since the introduction of the new sanctions and rewards policy; one that they see as fair and just and effective.
- In response to improved and more consistent teaching, pupils' learning behaviours have improved. No lessons observed were interrupted by poor or even low level misbehaviour. Pupils increasingly enjoy their lessons and appreciate the improved clarity of expectations and instructions. Pupils are proud of their school and of their work. Most classrooms reflect the corridors and hall by featuring examples of pupils' work that celebrate and exemplify best practice in a range of subjects and topics. These underline an ethos that gives pupil voice high status.
- Pupils are aware of different types of bullying including on-line bullying. Pupils say that the school is free from bullying. They say this in knowledge of good training and support. Pupils have a sophisticated and sensitive understanding of the needs of others. For example, a year 5 / 6 class were discussing 'Little Freak' the film by Edwin

Schaap. They considered how perceptions of people who are different can be informed by 'what we know' and 'what we think we know.' Pupils showed high levels of tolerance and respect.

- Pupils spoke enthusiastically about their 'University of Bradley' and how this gave them 'real life' experiences. They recognise that their opportunities are earned and that it is central to the reward system used in school. The organisation across year groups further reinforces the culture that the school is a family where everyone looks after each other.
- One pupil said that 'the headteacher has made school more fun with drums and tennis and football.' Pupils see that the improved breadth and depth of the curriculum has engaged their interest and improved their behaviour in and out of class.

Safety

is good

- The work of the school is built around the educational, safety and welfare needs of pupils and work to keep them safe is secure.
- Pupils say that they are safe and that they feel safe.
- Pupils know how to keep themselves safe, for example respecting the need to keep away from low fences and to use the wildlife area safely.
- Adult supervision in classrooms, at break and lunch-times is appropriate but not overpowering and does not compromise pupils' understanding that they need to take care of themselves and others.
- Pupils know how to keep themselves fit and healthy through exercise and diet and know the dangers of drug, alcohol and substance abuse.

The Quality of teaching in the school

is good

- The quality of teaching has improved since the inspection.
- Teaching staff have their work shaped by clearer policies and regulated by more regular and robust monitoring and performance management.
- Learning has improved through the good subject knowledge of staff, and higher expectations defined through sharp instructions and success criteria. Many lessons benefit from the shared use of technical or subject specific vocabulary from adults and pupils. In a Year 4 / 5 lesson, pupils were confident in their writing in imitation of Alfred Noyes by their application of terms such as simile, alliteration and onomatopoeia.
- Pupils are motivated by interesting activities and have a good work ethos; working hard and taking increasing care with their presentation. Handwriting, for some pupils, continues to reflect previous weaknesses in teaching. Pupils are given opportunities to share ideas, to ask each other questions, and to interrogate their own and others' understanding. In the best teaching both teachers and teaching assistants intervene appropriately to further prompt thinking and there are no missed opportunities to extend learning and develop language, particularly in mathematics.
- The marking and feedback policy has been reviewed and is now established as routine practice with staff celebrating positives and identifying areas for improvement. Where marking and feedback is most successful pupils are encouraged to self-assess and teachers moderate their evaluations. Pupils are appreciative of the advice from their teachers.
- The school's public learning environments are first class; reflecting a school that is proud of the range and quality of its work. Most classrooms feature useful prompts and support for pupils in English and mathematics. Some classrooms show evidence of pupil ownership and include interactive displays and pupil contributions, however these are not consistent. Reflecting a priority, pupils' writing is highlighted across the school. Mathematics is less well represented. Some classrooms present impressive anthologies of pupils' work over time that exemplifies improved learning and achievement.

- Early Years Foundation Stage provision is much improved and the progress of children is effectively tracked. Accurate assessments support good planning and resourcing both indoors and outside. Whilst Foundation children independently accessed the provision, year one pupils working with an adult focussed task to produce a poster, initially lacked motivation and wanted to access the provision with the Foundation Stage children, however they were successfully encouraged to focus on the task in hand. The best phonics teaching is active and pupils are engaged throughout. Adults model correct pronunciation and grammar and have high expectations. Pupils in Key Stage one enjoy reading. They confidently apply their phonics as a strategy to work out tricky or new words. They talk about reading in class as individuals but are less clear about the purpose of reading as a group. Older pupils talk animatedly about their reading; their favourite authors and text types. They generally love reading and read well.

Achievement of pupils in the school

is good

- Improved teaching has resulted in the improved progress made by pupils in their lessons over time. More overt higher expectations and the setting of ambitious but realistic targets have driven improvements to overall achievements.
- The school's assessments systems have been reviewed and revised. They are now accurate. Assessments in all Key Stages have been moderated by local authority officers and partner schools. Staff are now able to define pupils' starting points. Regular tracking is understood by teaching staff and informs and shapes their planning and resourcing. This means that the learning needs of different groups and abilities are met.
- Children enter school with abilities typical for their age.. Teaching in the Early Years Foundation Stage has improved since the inspection and, as a result, all children are now making at least age related expectations and the percentage predicted to be judged as having achieved a Good Level of Development by the end of Foundation Stage is above National.
- Discrete daily phonics teaching, grouped according to ability, has had a positive impact and predicted outcomes are good with 89% expected to achieve the required standard in Y1 as a result of the statutory phonics screening.
- The progress of pupils in Key Stage 1 also reflects improved teaching. Reading continues to be stronger than writing or mathematics with girls out performing boys. All pupils are expected to be at age related expectations across reading, writing and maths by the end of Key Stage 1
- The last inspection reported inconsistencies in the progress of pupils in Key Stage 2. Revised policies and more regular and robust monitoring have improved this situation. Expectations are more consistent and this is reflected in pupils' work and achievement over time. Predicted outcomes for the end of the academic year are good.

The effectiveness of the early years' provision: the quality and standards is good

- Children behave well; they are self-motivated and independent in their learning.
- The range of provision provides children with opportunities to learn within surroundings that have clear boundaries and high expectations focussed on good learning behaviour; cooperation, and sharing. In the best instances, children understand the language of learning and see no distinction between the different opportunities presented to them, either with an adult or without.
- These developing high expectations of behaviour for learning are shared and reinforced by all adults who know their children well. This is evident in learning journeys and through the support given to individuals.
- Resourcing and provision has improved over time and offers opportunities for self-directed learning and challenge, which builds on carefully planned teaching.
- The restructuring of the day has allowed for more sustained opportunities for deeper

learning. Children were seen independently building a den, cooperating and working together for over an hour.

- Alongside more effective teaching of phonics, the continuing development of the environment and provision, in response to knowledge to the children, promotes writing which results in children purposefully recording their learning. A similar focus on developing number and mathematical language around the environment would ensure that greater evidence of mathematical learning is replicated.
- Involvement of parents continues to increase.

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