

Bradleys Both Community Primary School

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

Inspection dates	9–10 March 2016
Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The determined leadership and vision of the headteacher ensure that an uncompromising drive for excellence is in every area of school life. Under his leadership, the school has improved rapidly.
- Leaders and governors have dealt rigorously with areas identified as being in need of improvement at the last inspection. Teaching, learning and assessment are good and this has led to considerable improvement in pupils' attainment and progress.
- Children achieve well in the Reception Year because good teaching supports them to develop their skills in reading, writing and number. As a result, they are well prepared to access the curriculum in Year 1.
- Throughout the school, pupils make good progress from their starting points and achieve well.
- Pupils' attainment in reading, mathematics and writing is much better than at the time of the previous inspection.
- Leaders and teachers rapidly identify where additional support is needed to help pupils catch up if they are in danger of not reaching expectations for their age.
- Pupils are proud of their school and participate enthusiastically in a wide range of clubs and activities. They behave well in lessons and around the school.
- Opportunities for spiritual, moral, social and cultural development are strong and prepare pupils well for life in modern Britain.
- Pupils know how to keep themselves and others safe at school, in the wider community and online. Bullying is rare and pupils are confident that staff will address any problems that do arise.

It is not yet an outstanding school because

- Although pupils' attainment in writing has improved, their progress is not as rapid as in reading and mathematics. Chances are sometimes missed to develop writing skills and extended writing in other subjects.
- Not all teachers notice quickly enough whether pupils are learning successfully in lessons so they can adapt their teaching or adjust the tasks they set.

Full report

What does the school need to do to improve further?

- Raise outcomes for pupils further by:
 - developing the school curriculum to provide additional opportunities for pupils to use and extend their skills of reading, mathematics, and in particular writing, across other subjects
 - continuing to build on recent improvements to teaching by sharing best practice within the school to ensure that all teachers plan and deliver challenging lessons that are closely matched to pupils' needs and abilities.

Inspection judgements

Effectiveness of leadership and management is good

- Following a period of significant turmoil, leadership and management are now good. The recently appointed headteacher has secured marked improvements in both leadership and teaching.
 - The headteacher, working in close partnership with the assistant headteacher, provides strong leadership, challenge and support. Middle leadership, especially in early years, is much improved and is now effective. Leaders and all staff expect the best of pupils' behaviour and their learning. Pupils respond well to these high expectations.
 - Leaders make regular observations of teaching and learning and rapidly identify where improvements are needed so that they can provide focused support where required. As a result, the quality of teaching is improving, and there is a consistent approach to issues such as how pupils' work is marked and corrected following the school's policy.
 - Regular meetings are held between senior leaders and class teachers. At these meetings, the progress of each individual pupil is reviewed and staff make plans for how any potential underachievement will be addressed. Performance management is effective and teachers know that salary decisions are made in the light of the progress of pupils in their classes.
 - Pupils receive a broad and balanced curriculum, which is enhanced by a range of visits and visitors to school. Pupils' spiritual, moral, social and cultural development is good and pupils enjoy a wide range of after-school clubs for a small school. Pupils show outstanding concern for the needs of others, for example, by raising funds for charities.
 - Discrimination of any type is not tolerated and pupils' understanding of different cultures and faiths in modern Britain is well developed. Pupils show compassion and tolerance for others and the work of the school council is highly effective and understood by all.
 - Leaders have used the pupil premium funding effectively to provide additional support for disadvantaged pupils. They check closely on the impact this funding is having and are aware of which strategies are making the most difference.
 - The school currently receives additional funding as part of the government's physical education and school sports initiative. The provision for sport in the school is good and effective use of the additional sports funding has further raised the profile of physical education across the school and improved both participation rates and the range of sporting opportunities on offer.
 - The school's systems to keep pupils safe are outstanding. Safeguarding arrangements comply with statutory requirements and the work the school does to help children understand and manage risks to their own safety is exemplary. As a result, parents and pupils are extremely confident about pupils' safety.
 - Communication with parents is not yet as strong as it could be and a small minority of parents do not recognise recent improvements in the school. A minority of parents and carers, through Parent View, expressed concerns about the effectiveness of leadership and management and had reservations about whether their concerns were addressed effectively. Senior leaders, including governors, recognise and acknowledge that this relates to a period of instability in leadership and staffing and are working hard to regain the confidence of parents. A number of parents who have moved their children from other schools commented on how well their children are now progressing following their change of school.
 - The local authority has provided highly effective support since the previous inspection. It has been instrumental in helping the school to develop strong partnerships with other schools and has helped to improve leadership skills. Support provided by the local authority has been very much appreciated by the school. The local authority has full confidence that the school now has the internal capacity to maintain its rapid pace of improvement.
- **The governance of the school**
- The structure and membership of the governing body have changed significantly since the previous inspection following an external review of governance.
 - Governors receive helpful and detailed reports from the headteacher about key aspects of the school's work. They are developing systems for checking the quality of provision for themselves so that they are not over-reliant on the information provided by the headteacher and other senior leaders.
 - Governors are now clearer as to what good pupil achievement and high-quality teaching look like and what the school must do to improve. They now have the skills and understanding required to hold senior and middle leaders to account effectively for their work and to ensure good use of money.

- The arrangements for safeguarding are effective. Governors, in conjunction with the senior leaders, ensure that all statutory requirements are in place.

Quality of teaching, learning and assessment is good

- The headteacher has developed a culture of high expectations in the school. Teaching has improved since the previous inspection and the majority of lessons are now lively and enjoyable. All teachers have been supported through high-quality training to deliver lessons that challenge pupils and raise their achievement.
- Pupils learn well because the quality of teaching and assessment is now good. However, occasionally teachers and support staff do not respond quickly enough to the learning taking place within a lesson in order to adapt and reshape tasks. This can lead to some pupils repeating skills already mastered, while others struggle with misconceptions.
- Reading is taught well throughout the school. Pupils use their well-developed knowledge of letters and sounds to read new words. An effective home-reading programme results in pupils of all abilities making good progress in their reading. Pupils who read to the inspector shared their enjoyment of reading and enthusiastically discussed their favourite books. Many pupils read with fluency and expression and have an accurate understanding of what they have read.
- The teaching of writing is improved and standards in writing are now higher throughout the school. Pupils enjoy writing at length because teachers in English lessons and in other subjects set them challenging and engaging tasks.
- In mathematics, the school has a clear and successful system for teaching calculation and number and has recently developed a weekly 'problem-solving morning' to ensure that pupils have a range of opportunities to apply their mathematical knowledge and skills in different contexts. Pupils are now more confident in solving complex and challenging mathematical problems.
- The quality of marking and feedback has improved and pupils confidently tackle the areas for improvement identified by their teachers. Teachers regularly set homework that strengthens pupils' learning and supports communication between teachers and parents. The presentation of pupils' work is usually of a high standard, showing the pride pupils have in their work.
- Teaching assistants work closely with teachers and provide effective support to help pupils learn, whether working with a group or with individual pupils. They are skilled at asking appropriate questions that encourage pupils to think for themselves and develop independence in their learning.

Personal development, behaviour and welfare is good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils say that they feel very safe in school. They have an accurate understanding of what makes an unsafe situation and are able to talk knowledgeably about online safety and the potential dangers of using social media. They are taught about different forms of bullying and although they report that bullying is very rare, they know that if they witness or experience it, staff will deal with it promptly.
- Pupils understand how to stay healthy and many of them are involved in the wide range of extra-curricular sporting activities that are on offer. At playtimes they socialise well together.
- The school supports pupils to develop into rounded citizens and ensures that all pupils are ready for secondary school when they leave Year 6. They understand what it means to live in Britain and what helps make a tolerant and welcoming society. Pupils take on responsibility in a variety of roles, including contributing to the active and effective school council. This makes a powerful contribution to their highly effective spiritual, moral, social and cultural development.

Behaviour

- The behaviour of pupils is good.
- Pupils are polite and welcoming to visitors and are keen to discuss the recent improvements they have seen in their school. They are enthusiastic about how the new behaviour and rewards policy has improved conduct in lessons and enjoy attending courses at the 'University of Bradleys Both' on Friday afternoons.

- Pupils behave well during break- and lunchtimes and when moving around the school. Observations of lessons confirm that there is only occasional inappropriate behaviour when teaching lacks challenge and pupils lose interest. Classrooms are orderly and contain high-quality displays of pupils' work. The work in pupils' books is generally well presented and the majority of pupils take great pride in their work.
- Punctuality to school and to lessons is good and this reflects well the pupils' positive attitudes towards their learning. Attendance is above the national average and the number of pupils with persistently high absence is very low.
- The good behaviour of pupils, together with their positive attitudes to school and learning are a major reason why standards are rising.

Outcomes for pupils

are good

- Pupils make good progress from their different starting points and achieve well throughout the school.
- The majority of children join the school with skills that are above those typical for their age. They make good progress across all areas of learning in the early years, achieving particularly well in reading and mathematics. By the time they enter Year 1, a higher than average proportion meet the expected level of development for their age.
- Pupils in Year 1 attained above the expected level in the national phonics check in 2015. This proportion was higher than in the previous year. By the end of Key Stage 1, pupils attain standards that are well above the national average in reading and mathematics, and above the national average in writing.
- By the end of Year 6, standards in the 2015 national tests were well above average in reading, writing and mathematics. Lesson observations and a detailed scrutiny of pupils' books indicate that the attainment of current pupils, and in particular those in Key Stage 2, continues to be well above average.
- Pupils' literacy and numeracy skills, and in particular their written communication skills, are developed well through other subjects such as science, geography and history. Achievement in physical education (PE) and sport is outstanding because of the well-planned curriculum supported through the PE and sports premium, which is additional funding provided by the government.
- Pupils with special educational needs or disability progress well because teaching is well modified to meet the needs of each individual and there is highly effective support provided by teaching assistants.
- The number of disadvantaged pupils in the school is small and it is not possible to use national data to make a valid comparison between their attainment and progress and those of other pupils nationally or in the school. However, pupils' books indicate that disadvantaged pupils do as well as other pupils in the school.
- The most-able pupils make good progress from their starting points, attaining standards that are well above national averages by the time they leave the school.

Early years provision

is good

- Strong and effective leadership has led to improvements in teaching and provision since the last inspection. The installation of a new classroom and improved outdoor areas, including a stimulating woodland area, has ensured that children make good progress in all areas of learning.
- Children's starting points when they enter the school are generally at least typical for their age in most areas of learning, although this does vary from year to year. They make good progress, developing their personal, social and emotional skills particularly well so that they become confident learners. By the end of Reception, a higher than average proportion reach the expected good level of development that ensures they are well prepared for Year 1.
- The early years leader has established effective systems for keeping a check on children's progress and to identify rapidly those at risk of underachieving. She has an extremely clear understanding of what she needs to do to improve children's achievement. The curriculum has recently been amended to encourage a small number of boys who were in danger of falling behind in writing.
- Children learn letters and sounds in small groups through daily sessions. The high expectations of staff, the enthusiastic attitude of the children, and the careful match of activities to children's abilities lead to children making very good progress in this aspect of their learning.
- Children are happy, cooperate well and enjoy playing alongside each other. They understand the routines that adults have established and both indoor and outdoor areas offer a calm environment where children can learn successfully.

- The partnership with parents is strong and many parents actively contribute to their children's learning journals (the school's record of achievement in the early years). These contributions are extremely valuable and help teachers to plan work that closely matches children's skills and abilities. Parental contributions help children to make stronger progress.

School details

Unique reference number	121383
Local authority	North Yorkshire
Inspection number	10002080

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	134
Appropriate authority	The governing body
Chair	Mrs Jenette Stark
Headteacher	Mr Barry Rogers
Telephone number	01535 633 116
Website	www.bradleysbothcpschool.org.uk
Email address	admin@bradleysboth.n-yorks.sch.uk
Date of previous inspection	11–12 December 2013

Information about this school

- This school caters for pupils aged from four to 11 years old and is much smaller than the average-sized primary school.
- The headteacher has been in post since April 2014.
- The proportion of disadvantaged pupils eligible for support through the pupil premium funding is well below the national average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children who are looked after by the local authority.
- The majority of pupils are of White British heritage and few pupils speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is well below average.
- The school meets requirements on the publication of specified information on its website.
- The school meets the government's floor standards, which set out the government's minimum standards for pupils' progress in English and mathematics.

Information about this inspection

- The lead inspector observed teaching across all classes in the school. He observed the quality of teaching and learning, looked at the current standard of pupils' work and talked to pupils about their learning and progress, and about their experiences of school.
- Meetings were held with the headteacher and assistant headteacher, middle leaders, the staff, the Chair of the Governing Body and two other members of the governing body and the school council. The lead inspector also conducted a telephone conversation with a representative from the local authority.
- The lead inspector observed the school's work and scrutinised a range of documentation, including: the school's view of its own performance; monitoring records; information about pupils' progress and improvement planning; minutes of meetings of the governors; records of behaviour and attendance; and records relating to safeguarding and child protection. He looked closely at the school's website and published policies.
- The lead inspector considered 37 responses to the online pupil questionnaire, 17 responses to the online staff questionnaire and 63 responses to the online parent questionnaire, Parent View.

Inspection team

David Brown, lead inspector

Her Majesty's Inspector

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