

Inspection of Bradleys Both Community Primary School

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

Inspection dates: 16 and 17 November 2022

Overall effectiveness **Good**

The quality of education **Good**

Behaviour and attitudes **Good**

Personal development **Good**

Leadership and management **Good**

Early years provision **Good**

Previous inspection grade Good

What is it like to attend this school?

Leaders aim for pupils to 'Learn, Inspire, Flourish and Engage' (LIFE). They encourage pupils to use their 'superpower' to listen to others, talk at the right time, care about self and others, think about their actions and use manners around school. Pupils are keen to show how they live up to the high expectations of staff every day. Bullying is rare.

Pupils are curious, friendly and happy. They enjoy coming to school and rarely miss a day. Pupils are excited about their learning. They talk with enthusiasm about the range of trips they have been on and visitors who come into school. During the inspection, a visitor spoke to pupils about life as an ordinary British soldier in the First World War. Pupils were engaged in activities which helped them to appreciate what it was like to live during that time in history.

Pupils are keen to help one another if they spot someone who is sad. They know what to do if they are worried. Pupils feel safe. They refer to the designated safeguarding lead as the 'safeguarding lifeguard'. Pupils know staff will help them if they have a concern. Positive relationships are a strength of the school.

Pupils highly prize the opportunities to take on leadership responsibility. They are proud to be ambassadors in school. Candidates for the head girl and boy read their speeches in a school assembly. Pupils have the opportunity to vote for their preferred candidate. Pupils show support for all those that choose to be part of the elections.

Parents are overwhelmingly positive about the school. They recognise how the school community is caring and children flourish. Parents say that teachers support their children and welcome parents into school.

What does the school do well and what does it need to do better?

Leaders have developed a curriculum covering a broad range of subjects. They have carefully considered what pupils should learn from the early years to Year 6. All pupils, including those with special educational needs and/or disabilities (SEND), access the same curriculum. Teachers have the subject knowledge they need to deliver the curriculum well. Leaders have provided teachers with specific training on how to implement the strategies in pupils' individual SEND plans. This means pupils receive the support they need to help them with their learning.

In the early years, teachers prepare children well for Year 1. Leaders have prioritised the development of spoken language and vocabulary. Adults are skilled at modelling and extending children's language. Children can select from a variety of activities in the provision. They have many opportunities to write, count and use new language. Adults encourage them to develop perseverance and independence with everyday tasks.

Leaders have established a structured phonics programme. Staff have the training they need to deliver the programme well. Leaders monitor the quality of phonics teaching. Staff support pupils to learn the sounds they need to decode words. The programme begins straight away in Reception. Teachers provide parents with information so they can help their children read at home. The books pupils use match the sounds they know. Pupils who may be struggling receive extra support which helps them catch up quickly with their peers. Leaders have prioritised reading across the school. Children in Reception talk with excitement about the stories they read together. Pupils enjoy using the school library. They borrow books to read for themselves and share with adults at home.

Leaders have reviewed the mathematics curriculum recently. In order to increase consistency across the school, leaders have started to monitor how teachers use mathematical language and resources. In addition, leaders are reviewing how pupils use resources and record their work. Teachers have the subject knowledge to identify misconceptions and address them as they arise. Pupils draw on prior knowledge to tackle new learning.

There is a planned programme for personal development. Pupils learn about different faiths and cultures. They recognise it is important to respect others and understand healthy relationships. There are many opportunities for pupils to develop their interests and talents. Pupils value the Friday reward for the 'Bradleys university'. Pupils can choose from a range of practical and interesting activities each half term, such as sports, crafts, cooking and gardening, where they work with pupils of all ages.

Staff are proud to work in a supportive team. Leaders are mindful of their well-being and workload. Staff welcome the professional development opportunities leaders provide. They know everyone works together for the benefit of the pupils in the school. Governors know about the strengths of the school and provide support as critical friends.

Safeguarding

The arrangements for safeguarding are effective.

Leaders maintain safeguarding as a high priority. They have clear systems and procedures. Records are detailed and of high quality. Leaders involve external professionals in a timely manner. Leaders continue to monitor cases once other agencies are no longer involved. All staff and governors have regular training and updates. They are vigilant and well informed. Staff are confident about recognising signs of potential harm. Governors carry out regular checks to ensure that the procedures to safeguard pupils are robust and are carried out effectively.

Pupils are taught about online safety. They are clear on how to keep themselves safe. Pupils know who to go to if they need extra help.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- The review of the mathematics curriculum is in the early stages of development. Prior to the review, teachers' implementation of the curriculum plans lacked consistency. Leaders should ensure that staff continue to receive the guidance and support they need to implement the updated curriculum effectively and consistently.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	121383
Local authority	North Yorkshire
Inspection number	10240145
Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	123
Appropriate authority	The governing body
Chair of governing body	Rebecca Stapleton
Headteacher	Barry Rogers
Website	www.bradleysbothcpschool.org.uk
Date of previous inspection	4 November 2021, under section 8 of the Education Act 2005

Information about this school

- The school is smaller than the average-size primary school.
- The proportion of disadvantaged pupils is below the national average.
- The school offers a breakfast and after-school club.
- The school does not use alternative provision.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- The inspectors held meetings with the headteacher, senior leaders and members of the governing body.
- To inspect safeguarding, inspectors reviewed relevant documentation and

checked the single central record.

- Inspectors considered records for pupil behaviour and attendance.
- The inspectors carried out deep dives in these subjects: reading, mathematics and physical education. For each deep dive, the inspectors discussed curriculum plans with the subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector heard pupils read to a familiar adult.
- The inspectors observed pupils' behaviour throughout the day, including at breaktime and lunchtime.
- Inspectors talked to pupils about their school and reviewed responses to the pupil survey.
- The inspectors reviewed responses to Ofsted's online survey, Ofsted Parent View, which included free-text comments, and spoke to parents as they collected their children from school.
- Inspectors considered the responses received from Ofsted's staff survey and met with staff who carried out different roles across the school.

Inspection team

Louise Greatrex, lead inspector

Ofsted Inspector

Judy Shaw

Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

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 <http://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 2022