

Brudenell Primary School

Inspection report

Unique Reference Number	107885
Local authority	Leeds
Inspection number	377660
Inspection dates	9–10 January 2012
Lead inspector	Liz Godman

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Margaret Hodge
Headteacher	Jill Harland
Date of previous school inspection	6 May 2009
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Introduction

Inspection team

Liz Godman
Naila Zaffar

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Inspectors observed teaching and learning in 17 lessons taught by nine teachers, of which two were joint observations with the headteacher. Meetings were held with groups of pupils, the Chair of the Governing Body and senior members of staff. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed the school's work and looked at data on pupils' achievement, behaviour and safety, and the school's plans arising from its evaluations of the quality of teaching. Inspectors looked at 117 questionnaires returned by parents and carers and others completed by pupils and staff.

Information about the school

The school is an average-sized primary school. The proportion of pupils known to be eligible for free school meals is above average as is the proportion of disabled pupils and those with special educational needs. Most pupils are of Pakistani heritage, although a wide variety of other minority ethnic groups are also represented in the school. The proportion of pupils who speak English as an additional language is high and many pupils are at an early stage of learning English, including some who have arrived in the country recently. The school has met the government floor standard.

The governing body provides a breakfast- and after-school club for pupils registered at the school. The school also houses a unit for disabled pupils and those with special educational needs from a nearby specialist inclusive learning centre (SILC). These pupils join the school's classes in the afternoon. The school has gained a number of awards, including the Stephen Lawrence standard.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory and 4 is inadequate
 Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall Effectiveness	2
Achievement of children	2
Quality of teaching	2
Behaviour and safety of children	2
Leadership and management	2

Key Findings

- This is a good school. Almost all pupils, parents and carers agree. Pupils make good progress. By the time they leave Year 6, their skills in writing, reading and mathematics are at national averages.
- Children settle quickly into Nursery and progress particularly well in social and communication skills. Good progress continues through Reception and Years 1 and 2. By the end of Year 2, most pupils are able to read new words by using their knowledge of letters and sounds. Despite the school’s good grounding in English language, some pupils of all ages find it harder to understand what they are reading when more unusual or technical language is used in a text.
- Teaching is good and meets the needs of all pupils well, including those at the early stages of learning to speak English as an additional language. The partnership with the specialist inclusive learning centre is particularly effective and contributes well to all pupils’ social development and to the learning of those with special educational needs. Some outstanding teaching provides a model for others to move more good teaching to outstanding. Occasionally, in other lessons, the pace of learning slows a little because the work is either too hard or too easy for some, or pupils are not sure about what they have to do to reach the next level.
- Pupils’ behaviour is good. Most pupils say they feel safe and that bullying is rare and dealt with effectively. A large majority of parents and carers agree. The curriculum develops pupils’ social skills and understanding of different cultures well. Pupils show respect for others.
- The headteacher and governing body know the school well. They monitor the quality of teaching and pupils’ progress closely and use this information to ensure that no pupil is left behind.

What does the school need to do to improve further?

- Accelerate pupils' pace of learning so that it is consistently good or better in all lessons by:
 - increasing the amount of outstanding teaching
 - ensuring that during all lessons, work is adjusted to match more closely the needs of every pupil in the class
 - making sure that pupils are clear about exactly what they have to do to reach the next level in their work
 - enriching pupils' English language acquisition and skills in all areas of the curriculum.

Main Report

Achievement of pupils

Pupils' learning in lessons is good in most lessons and sometimes outstanding. Pupils are very eager to learn and to develop attitudes, skills and knowledge in line with the school's expectations. Very occasionally, they find it difficult to sit still because they are so keen to be involved. For example, pupils in a Year 1/Reception class were so interested in the teacher's animated story-telling of the *Three Billy Goats Gruff*, they wriggled closer to her. Pupils in Year 3/4 applied their writing skills effectively to describe sensory experiences in a Mughal garden. This class included pupils from the specialist inclusive learning centre. The good quality of learning and strong engagement of these pupils is characteristic of the good learning and progress of disabled pupils and those with special educational needs in general. Pupils' enthusiasm continues in Key Stage 2. Pupils in Years 5 and 6 showed a mature understanding of the moral and cultural dimensions of the Second World War and spoke articulately about the involvement of Indian soldiers in the British army and the impact of the atomic bomb on children in Hiroshima.

Children enter the Nursery with skills which are well below those typical for their age. They make good progress through the Early Years Foundation Stage and Key Stage 1, although attainment by the end of Year 2 remains below average, including in reading. Good progress is maintained in Key Stage 2, so that by the time pupils leave Year 6 they reach broadly average standards in reading, writing and mathematics. Almost all parents and carers are rightly happy that their children are achieving well. There are no significant differences in the attainment and progress of different groups and no gap in the attainment and progress of pupils known to be eligible for free school meals when compared to others. Careful systems to monitor pupils' progress ensure effective identification of individuals at risk of underachieving and swift intervention helps to overcome barriers to learning.

Children settle quickly into the Nursery and make rapid progress in their personal, social and emotional development, communication skills and attitudes to learning. For example, children who spoke little or not at all a few months ago are now confident in their play and interactions with adults. Pupils in Years 1 and 2 make good progress in learning to read and write and use their good knowledge of letters

and the sounds they make when reading unknown words. However, many pupils at both key stages have a slightly limited understanding of what they are reading because the variety of language used across some areas of the curriculum is unfamiliar to them. Pupils make good progress in mathematics because staff focus on ensuring they understand how to solve a problem as well as being able to do the calculations.

Quality of teaching

Consistently good teaching is the key factor in pupils' good achievement and spiritual, moral, social and cultural development. An overwhelming majority of parents and carers agree. Teachers have high expectations of pupils and match the carefully planned curriculum to meet their particular needs. For example, there is a consistent approach to ensuring pupils answer questions in full sentences of standard English. This is helping pupils' language acquisition and development. Teachers' assessment of pupils' prior learning is used well to plan work at different levels to meet the wide range of levels at which pupils are working. Additional adults are deployed effectively to support learning. Occasionally, the pace of learning slows, for example, because the more-able pupils mark time waiting for the rest of the class. Sometimes too, teachers try to cover too much in the lesson and pupils become confused. However, teachers recognise this and modify their approaches in subsequent lessons.

Where teaching is outstanding, the teacher's animated approach captures pupils' interest. As a result they anticipate excitedly what will happen next in a story or explain technical vocabulary clearly and thoroughly. In the better lessons, pupils ask questions confidently and the teacher engages other pupils in answering them. Disabled pupils, those with special educational needs and those at the early stages of learning to speak English as an additional language are taught well. Teachers plan in close partnership with staff from the specialist inclusive learning centre and other support staff to provide activities and resources, for example, signs and symbols to meet pupils' needs. In mathematics lessons careful thought is given to providing practical and visual materials. At the same time, the more-able pupils are rightly expected to work things out 'in their heads', for example, applying their knowledge of multiplication well in exploring equivalent fractions.

Pupils receive regular feedback on their work and are encouraged to evaluate how well they have done. Most pupils know the levels at which they are working, but they do not always know precisely how to move to the next level. Pupils use 'learning logs' to record their own ideas and to research topics. These provide a good link between learning at home and school. Pupils respond well to teachers' feedback on the logs and enjoy talking about the interests and ideas reflected in them.

Behaviour and safety of pupils

Most pupils say that they feel safe and that behaviour in school is good. Most parents and carers agree. However, a very small minority of parents and carers and pupils responding to the questionnaires expressed some concerns about bullying, behaviour and safety. When inspectors spoke to pupils about this, they said that bullying does occur, but it is rare and addressed swiftly and appropriately. Pupils have a

particularly good understanding of racist bullying, underpinned by work for the Stephen Lawrence standard. Pupils are highly positive about the different cultures, religions and interests represented in the school, treating one another with respect. Pupils are prepared to challenge gender stereotypes, for example, recognising positively girls' skills in football.

The breakfast- and after-school clubs give pupils a calm and safe start and end to the day and contribute well to their readiness for learning. Behaviour at morning and afternoon breaks is exemplary. Adults join in games and promote social skills. Pupils return to their lessons promptly and punctually. However, pupils do say that sometimes at lunchtimes behaviour is not as good. The school's records confirm that incidents of unacceptable behaviour are rare and that behaviour is generally good. All staff have high expectations of pupils' behaviour in lessons and implement the school's behaviour-management system consistently. Pupils understand how sustained good behaviour is rewarded and almost all are highly motivated by this approach. Consequently, behaviour in lessons is good and aids effective learning.

Pupils' attendance has improved as a result of the school's rigorous actions and is consistently above average.

Leadership and management

The headteacher's focus on school improvement since the previous inspection has proved very effective. Ambition and a desire for sustained improvement are shared widely among staff. Pupils show a good understanding of the meaning of 'Aspiration' displayed in classrooms and have high expectations of themselves. Staff reflect on their practice and respond readily and swiftly to professional development and feedback. Teaching and learning are evaluated thoroughly and findings used well. As a result teaching has improved from satisfactory to good since the previous inspection. This has accelerated pupils' progress and raised their achievement. The good track record of improvement and leaders' use of accurate monitoring and evaluation give the school good capacity for further improvement.

The governing body know the school's strengths and areas for development and represent the community effectively. Leaders and managers, including the governing body, ensure that the school's arrangements for safeguarding pupils meet requirements. Governors provide good challenge and are exploring how their involvement in the school can be extended further. The deputy headteacher and special educational needs coordinator are new to these roles, but show an astute understanding of what is required to further enhance provision to meet pupils' needs more effectively. Leaders and managers at all levels are effective in promoting equality and in recognising and challenging discrimination. This has helped all pupils make good progress and to feel included fully in school life.

The curriculum is good and provides pupils with varied and interesting experiences which meet their needs. The school's provision helps to ensure pupils' good spiritual, moral, social and cultural development. The curriculum is particularly effective in securing pupils' strong cultural understanding. This is because it reflects and celebrates the different cultures represented in the school and introduces pupils to less familiar cultures and experiences. For example, the 'Undiscovered Islam' topic in

lower Key Stage 2 introduces pupils to tales from across the Muslim world, while pupils in Key Stage 1 hear traditional European stories and those in upper Key Stage 2 learn traditional European dances.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for all its children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its children. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk)

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the child's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which children are learning in lessons and over longer periods of time. It is often measured by comparing the children's attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



11 January 2012

Dear Pupils

Inspection of Brudenell Primary School, Leeds LS6 1EW

Thank you for your help when we came to inspect your school. We enjoyed meeting you and seeing you at work. You go to a good school and you and most of your parents and carers agree.

The youngest children settle well and get off to a good start in the Nursery. By the end of Year 2, most of you use your knowledge of letters and sounds to read new words well, but sometimes at any age you find it harder to understand what you are reading because you have not met the vocabulary before.

You are taught well and sometimes exceptionally well. This helps you to make good progress, so that by the time you reach Year 6, most of you are working at national average levels in writing, reading and mathematics. There is good help for those of you at the early stages of learning to speak English as an additional language and we thought that everyone benefits from working with the staff and pupils from the SILC. In a few lessons we saw the work was either too hard or too easy for some of you. Most of you could tell us the level you are working at but did not always know how to reach the next.

You behave well and most of you said you feel safe and that any rare bullying is dealt with quickly. Most of your parents and carers agree. We were most impressed by your understanding of different cultures and by the respect you show for others. Your headteacher and governors keep a close check on how well you are doing so that any problems can quickly be put right.

To help you to do even better, we have asked your headteacher and her staff to:

- make more teaching outstanding
- make sure that in all lessons the work is just right for everyone
- help you all to be very clear about how to reach the next level
- make sure you have an opportunity to widen your vocabulary in all areas of the curriculum.

You can all help by continuing to follow your aspirations. I wish you all the very best for the future.

Yours sincerely
Liz Godman
Lead inspector

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