

Brunswick Primary School

Inspection report

Unique Reference Number	107069
Local authority	Sheffield
Inspection number	377524
Inspection dates	23–24 February 2012
Lead inspector	Carmen Markham

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	490
Appropriate authority	The governing body
Chair	Ray Satur
Headteacher	Neil Frankland
Date of previous school inspection	5 May 2009
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Introduction

Inspection team

Carmen Markham

Karen Foster

James McGrath

Additional inspector

Additional inspector

Additional inspector

This inspection was carried out with two days' notice. Inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection. They observed 16 teachers teaching 19 lessons which amounted to around eight hours observations in classes. One lesson was a joint observation with the headteacher. In addition, the inspection team observed two 'support lessons' where experienced practitioners worked with pupils requiring specialist support. Meetings were held with four groups of pupils, the Chair of the Governing Body and school staff, including senior and middle leaders. Discussions were held with some parents and carers. Inspectors heard some pupils from each key stage read and talked to them about their reading. Inspectors observed the school's work, and scrutinised a number of documents, including the school development plan, safeguarding and equality policies and recent minutes of the governing body meetings. The inspectors analysed 114 parental questionnaires and others completed by pupils and staff.

Information about the school

This school is much larger than the average sized primary school. There are consistently more boys than girls. The proportion of pupils known to be eligible for free school meals is a little below the national average. Most pupils are of White British heritage. A small proportion of pupils are from a variety of minority ethnic groups; very few speak English as an additional language. The school meets the current floor standard. The proportion of disabled pupils and those with special educational needs is above average. The school has experienced a high proportion of staff changes since January 2011 when a new headteacher was appointed. The school has gained a number of awards including Healthy School status, Investors in People, Leading Parent Partnerships and Eco Schools Green Flag status.

The before school and after-school care provision on the school site is run by a private provider and will receive a separate inspection by Ofsted.

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	3
Achievement of pupils	3
Quality of teaching	3
Behaviour and safety of pupils	2
Leadership and management	3

Key Findings

- This is a satisfactory school. Pupils’ behaviour and the provision in the Early Years Foundation Stage are strengths. The school is not yet good because there are variations in pupils’ progress due to inconsistencies in the quality of teaching, in attainment between subjects and in the impact of leaders and managers over time on achievement. Pupils, parents and carers are positive about the school’s provision and its role in the community.
- In the Early Years Foundation Stage achievement is good. The achievement of all groups of pupils in Key Stages 1 and 2 is satisfactory. Attainment is broadly average by the end of Year 6, but it is better in writing than in reading and mathematics.
- Teaching is satisfactory overall in Key Stages 1 and 2 and good in the Early Years Foundation Stage. While some good and outstanding teaching was seen, the quality of teaching is variable. Assessment is not always used effectively to ensure lesson planning meets the needs of all pupils, especially boys. Some pupils are given enough information to help them to improve their learning but others are not. Where teachers are skilled in teaching the use of sounds and letters to support reading, pupils read well but some teachers have not had recent training in this. In mathematics there are too few opportunities across the curriculum for pupils to apply and use their new skills.
- Pupils’ behaviour is good. Considerate and courteous behaviour and good relationships between all members of the school community promote strong community cohesion. Most pupils are positive about school and learning. This is reflected in their high attendance that has improved significantly since the last inspection. Pupils’ ability to assess and manage risk and to keep themselves safe is good.
- Leadership, management and governance are satisfactory. The new leadership team has improved attendance, progress in writing and the provision of the Early Years Foundation Stage. Leadership of teaching and the management of performance are satisfactory. The pace of change has been limited by delays in fully evaluating the performance of the school and establishing a shared vision for school development.

Schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Ensure the quality of teaching is consistently good or better in order to raise attainment, particularly in reading and mathematics, by:
 - developing adults' skills in teaching and modelling sounds and letters to ensure that pupils read with accuracy, fluency and understanding
 - providing more opportunities across the curriculum for pupils to use and apply new skills, particularly in mathematics
 - use assessment more effectively to ensure that pupils are challenged and their learning needs are met
 - providing more opportunities to motivate and engage boys to ensure that they reach their potential
 - ensuring pupils always know their targets, how well they are working and what they need to do to improve their work.

- Increase the impact of leadership and management on achievement by:
 - undertaking regular and rigorous school self-evaluation and focused action planning
 - establishing a vision for whole school development that is shared by all staff
 - developing the role of middle leaders in monitoring teaching and improving their areas of responsibility
 - increasing the accountability of teachers for the performance of their pupils.

Main Report

Achievement of pupils

Learning is satisfactory overall although in just over half the lessons observed pupils made good progress. A similar pattern of progress was seen in their work books, where presentation is variable. Most pupils have a positive attitude to school and learning. Pupils behave well in lessons so learning is not disrupted. The variations in learning and progress across Years 1 to 6 mean that pupils' progress is satisfactory overall.

Most children start the Nursery below age related expectations; communication skills are particularly underdeveloped at this stage. However, they make good progress in the Early Years Foundation Stage with particularly strong improvement in communication, reading, personal, social and emotional development and problem solving, reasoning and numeracy. When they start Year 1 most are attaining age related expectations and some are exceeding them.

Pupils in Key Stages 1 and 2 make satisfactory progress in English and mathematics and achievement is satisfactory. By the end of Year 6 attainment is broadly average in English and mathematics. Able pupils attain the higher Level 5 but too few middle ability pupils, notably boys, attain this higher level. While the teaching of linking letters with the sounds (phonics) is good in the Early Years Foundation Stage, it is not as effective in the remainder of the school. Too many pupils in Key Stages 1 and 2 do not read fluently with meaning and

accuracy. Overall attainment in reading is average at the end of Years 2 and 6. However, the school's work to improve writing is beginning to show dividends and accounts for improving performance in English. Although achievement in mathematics is satisfactory the subject is weaker than English. This is because boys do not do as well in mathematics as boys nationally and neither do some disabled pupils and those with special educational needs. This latter group of pupils represent a wide range of needs and many achieve well, but overall their achievement is satisfactory. In some lessons their progress is slower as their learning needs are not always fully met.

All parents and carers who returned the parent questionnaire say that their children make good progress and almost all said that their children's needs are met. Parents and carers of disabled pupils and those with special educational needs comment on the improvements they see in their child's progress and are particularly positive about the nurturing facility in the Acorn Room. Pupils also say that they learn a lot in lessons and that the school helps them to do as well as they can.

Quality of teaching

Pupils, parents and carers overwhelmingly say that the quality of teaching is good in school. However, while some good and some outstanding teaching were seen during the inspection, inconsistencies in quality mean that the impact of teaching on the achievement of pupils over time is satisfactory. All teaching seen in the Early Years Foundation Stage was good. During the inspection a mix of outstanding, good, satisfactory and a small number of inadequate lessons were seen in Key Stages 1 and 2. In the best lessons, work is well planned with good resources and meets the needs of each individual pupil. In these lessons teachers' questioning skills are well developed to extend reasoning, understanding and accuracy. Good teaching takes every opportunity to embed aspects of literacy and numeracy as seen in a science lesson where pupils considered the ratio of the diameters of the sun, earth and moon. In good lessons teachers and teaching assistants work in partnership together to ensure the most effective use of their time and skills. They ensure pupils are enthusiastic learners by their good use of pace and praise and high quality developmental marking in books. Where teaching is satisfactory, assessment of pupils' progress is not sufficiently accurate, pupils lack understanding of what is required of them or how they can improve their work and they do not always know their targets. In the few inadequate lessons seen, teachers' subject knowledge was not secure, for example in how to link sounds and letters. The marking policy is used inconsistently across the school and does not contribute enough to guiding pupil improvement.

All teachers understand the importance of using the curriculum to ensure good spiritual, moral, social and cultural development. Most teachers use the curriculum well to engage and motivate pupils but in weaker lessons do not plan sufficiently to develop key skills across subjects, particularly in mathematics.

Behaviour and safety of pupils

The systematic use and implementation of the school's 'golden rules' ensure that pupils are fully aware of the high expectations staff have of behaviour. Pupils are considerate and courteous towards others. They play well together using a rich play environment and are appreciative of the wealth of good quality resources available to them in school. In class they work both collaboratively and independently and in the best lessons their behaviours such as persistence, resilience and determination lead to good learning. Parents, carers and

pupils confirm that incidents of bullying are rare. All express confidence in the school's systems to manage bullying quickly. Pupils are clear about the action they should take if they witness or become a victim of bullying. The school's personal development programme ensures that there are frequent opportunities to reflect on all aspects of behaviour and safety. There are very few instances of verbal abuse. Pupils have a good understanding of internet safety and how to avoid cyber bullying. High attendance and good punctuality contribute well to pupil safety and reflect their positive views of school.

Leadership and management

In the last year, the headteacher and senior leaders have quickly got to grips with some of the school's strengths and weaknesses. Some significant improvements have been made, for example in attendance, the provision of the Early Years Foundation Stage and the teaching of writing demonstrates that planned actions by leaders and managers have improved the quality of teaching so that very little is inadequate. However, delays in evaluating the school's performance and in setting clear aims and goals to drive it forward have meant that staff and the governing body are not fully involved in the drive for improvement. Leaders recognise the need to increase teachers' accountability for their pupils' performance. Governance offers the school satisfactory challenge and support. The role of middle managers in particular remains underdeveloped, especially in relation to monitoring and evaluating the performance of pupils and staff. Similarly, the systematic development and monitoring of teaching and learning have been slow to develop particularly in subjects other than English and mathematics. Overall, the school demonstrates satisfactory capacity to improve.

The school engages well with parents and carers, who are supported in developing the skills they need to support their child's learning. Parents and carers of children in the Early Years Foundation Stage have also received training in using the school's excellent story sacks at home. Most parents and carers feel well informed about their children's progress. They give their time generously to the school in return for the school's contribution to their family and the community. Strong community links with good opportunities to meet people from a range of faiths and cultures make a strong contribution to good spiritual, moral, social and cultural development. This is reinforced by the school's close involvement in eco schools partnerships that reinforce a good understanding of ethical issues and the development of personal responsibility.

The school's curriculum is satisfactory. The curriculum is currently developing a thematic approach through topics such as Polar Regions and the Amazon Rainforest. This engages pupils well as topics relate to their interests and provides opportunities to use and apply basic literacy and numeracy skills. However, while this is working well in literacy, there are too few opportunities to apply numeracy skills. The school provides a good range of extra-curricular subjects and all Year 4 pupils learn to play a musical instrument. Transition arrangements are good for all pupils as they start and exit school and change classes as they move through school.

The school meets all statutory requirements for the safeguarding of pupils. Pupils are very safe and well looked after in school. Work to improve attendance has been particularly effective. The site is well maintained and the school makes good use of external support agencies to meet specific needs. Many aspects of the school promote equality of opportunity and emphasise the value of all members of the community. The gaps in the performance of some groups of pupils are closing but for boys this is not happening fast enough, despite

some good initiatives taken by the school. Therefore, the promotion of equality is satisfactory overall.

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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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 pupils' work shown by test and examination results and in lessons.
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 pupils 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 pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' 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.



27 February 2012

Dear Pupils

Inspection of Brunswick Primary School, Sheffield, S13 7RB

I would like to thank you for making the inspectors so welcome when we came to inspect your school. A special 'thank you' goes to the pupils who gave up some of their time to talk to us about their activities. Your school council assembly was amazing. It showed us all the things that you value, such as teamwork, sport, reading, good attendance and healthy living.

You attend a satisfactory school. School leaders and governors are improving your school so that you can reach better standards of attainment. We are very impressed by the excellent improvement in attendance and the good progress of children in the Nursery and Reception classes. By the end of Year 6, your attainment is broadly average in English and mathematics and your achievement is satisfactory. Your progress in writing is better than in reading and mathematics. Although we saw some good teaching, overall teaching is satisfactory. Your behaviour is good, so you are able to learn in lessons. You all feel very safe in school and you understand how to stay safe. You have a good understanding of road, water and internet safety. It was good to see how considerate you all are of other people and how helpful and kind you are to each other. Your school is helping you to understand that you have a personal responsibility to the environment and the community.

To help some of you to make more progress we have asked the school to help teachers to make sure that all the lessons they teach are good or outstanding. We have also asked that more school managers are involved in regularly checking the quality of their work, the work teachers do and your progress in lessons.

Please continue to work hard and enjoy your school.

Yours sincerely

Carmen Markham
Lead inspector

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