

Bracken Edge Primary School

Inspection report

Unique Reference Number	107909
Local Authority	Leeds
Inspection number	356257
Inspection dates	14–15 December 2010
Reporting inspector	Christine Millett

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	312
Appropriate authority	The governing body
Chair	Mr Grayston Paul
Headteacher	Ms Julie Harkness
Date of previous school inspection	10 March 2008
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Introduction

This inspection was carried out by three additional inspectors. Inspectors visited 17 lessons taught by 12 different teachers, spent time in the Early Years Foundation Stage and looked at pupils' work. Discussions took place with governors, staff, groups of pupils and parents. Inspectors looked at documents, including policies relating to safeguarding, the school's development plan and self-evaluation records, minutes of governors' meetings and the school's own assessment data. The inspectors analysed questionnaires from pupils and staff as well as those from 52 parents and carers.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The strategies the school has put in place for improving attainment.
- How successful the school has been in improving attendance.
- If community cohesion is having an impact upon pupils' understanding of the world in which they live.

Information about the school

Bracken Edge is a larger-than-average sized primary school. Almost all pupils are of White British, African or Pakistani heritage. A few are from other minority ethnic groups. The number of pupils who speak English as an additional language is above average. The proportion of pupils with special educational needs and/or disabilities is currently well-above average as is the percentage of pupils known to be eligible for free school meals. An above average number of pupils join or leave the school other than at the usual times. The school has received the Stephen Lawrence Education Standard and Healthy Schools status. The school provides a breakfast club for its pupils.

Privately managed after-school care makes use of school facilities and did not form part of this inspection.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

Bracken Edge provides its pupils with a satisfactory standard of education. Many aspects of the school's work are improving strongly. Provision in the Early Years Foundation Stage is good. Other strengths can be found in the good quality care, guidance and support pupils receive, which ties in with the effective promotion of equal opportunities and good safeguarding arrangements. Of the parents and carers who responded to the questionnaire, a very large majority are supportive and value the quality of care provided by the school.

Although attainment in English and mathematics remains low, it is improving strongly and securely. During their time in school all groups of pupils make at least satisfactory progress, with progress becoming more rapid towards the end of Key Stage 2. Pupils with special educational needs and/or disabilities make good progress as a result of well-targeted intervention strategies.

The quality of teaching and the curriculum is satisfactory. The school is aware that more needs to be done to improve the overall quality of teaching to match best practice in the school, by ensuring pace is quick enough and the quality of lesson planning reflects clearly and consistently the needs of all pupils within their teaching groups. Pupils' behaviour is well managed and contributes much to the pleasant working environment. The curriculum includes satisfactory links between subjects but opportunities for the use of information and communication technology as an aid to independent learning within classrooms are limited. Provision in the Early Years Foundation Stage is well matched to children's needs. The school recognises that the curriculum at the start of Key Stage 1, while becoming more activity-based, does not yet fully benefit those children who have not reached the early learning goals when they begin Year 1.

The vision and commitment of senior leaders and the governing body are central to the school's ambition for further improvement. The recent improvements in attendance and achievement, and accurate self-evaluation, together with comprehensive plans for future improvement, confirm the school has satisfactory capacity to sustain improvement.

Up to 40% of the schools whose overall performance 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?

- Raise attainment further through the continued improvement in the quality of teaching by:
 - sharing the good and outstanding practice that exists in the school
 - planning clearly differentiated lessons

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

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- improving the pace and timing of lessons so more is accomplished
- ensuring lesson observations by senior staff have a sharp focus on learning and progress.
- Enable pupils in Key Stage 1 to continue to work towards early learning goals by developing an activity based curriculum similar to that found in the Early Years Foundation Stage.
- Increase pupils' opportunities for independent learning by allowing them to develop their own research skills through the more frequent, integrated use of information and communication technology.

Outcomes for individuals and groups of pupils**3**

Pupils have good attitudes to learning, they enjoy school and achieve satisfactorily. When they are fully engaged in lessons and challenged to learn they make good progress. When pupils are less actively involved their progress slows and is no better than satisfactory. Pupils with special educational needs and/or disabilities make good progress because work is matched carefully to their needs.

Pupils say they feel safe at school and have confidence in adults to sort out any problems. In lessons pupils collaborate well with each other and adults. Vulnerable pupils are particularly well looked after. The school's values of tolerance and respect for diversity encourage pupils to think beyond themselves and contribute much to their good spiritual, moral, social and cultural development. Attendance is average and improving due to the school's efforts and the effective systems in place

Children enter the Nursery class with skills and knowledge that are well below those expected for their age. During their time in the Early Years Foundation Stage they make good progress but their attainment remains below national expectations on entry to Year 1. All groups of pupils continue to make at least satisfactory progress as they move through Key Stage 1 and Key Stage 2. Progress accelerates towards the end of Key Stage 2 and in 2010 attainment at the end of Year 6 showed a significant improvement on previous years. Changes to the attainment profiles within cohorts as pupils join the school during the year have a negative impact on overall attainment. The school's tracking system shows that the attainment of those pupils who have been in school since Reception is at least average and evidence in books shows that overall pupils' progress and attainment are improving strongly.

Pupils are friendly and polite and show respect for adults. They appreciate the care they receive from staff. Pupils have a satisfactory awareness of a range of healthy living issues. They understand how to keep fit and know ways in which to keep safe. Pupils respond to the responsibilities they are given and make contributions to the school and community beyond. Pupils' sense of team work, their willingness to take on responsibility and their pleasant attitudes ensure that they are adequately prepared for the future.

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

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	2
Pupils' behaviour	3
The extent to which pupils adopt healthy lifestyles	3
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	2

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

A common feature in all classes is the warmth of the relationships that ensures pupils respond positively to their work. Teachers and classroom assistants work effectively to provide pupils with appropriate individual and group support. Teaching is satisfactory and improving but it is not of a consistently good enough quality across the school. This has been recognised by leaders and strategies have been put in place to raise the quality of teaching across the school. Most marking is regular and meaningful, with links to lesson objectives.

The curriculum places an appropriate emphasis on English and mathematics. A thematic approach is evolving. Themed days and weeks, such as One World Day are having a positive impact upon pupils' enjoyment and providing them with opportunities to apply their basic skills. A range of visits and visitors, such as authors, bring learning to life. Interactive whiteboards are used effectively to reinforce learning. However, pupils' use of computers within lessons is limited. A suitable variety of extra-curricular clubs is available.

The care and the support for pupils' personal and social development are good. Staff work well with outside agencies, families and carers to provide clearly-targeted support. Pupils know who they can go to if they have a problem. The very large majority of parents and carers agree that their children are safe, well cared for and that their particular needs are met.

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

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The effectiveness of leadership and management in embedding ambition and driving improvement, particularly in teaching and learning is satisfactory. The relatively new leadership teams are united in their determination to improve outcomes for pupils and to enhance their provision. Systems for analysing and recording pupils' attainment are in place and provide a sharp focus on the achievements of different groups of pupils. Effective self-evaluation means there is a sharp focus on specific areas for development and expectations are rising. Whilst lessons are monitored by senior staff, these observations do not always focus sharply enough on evaluating learning and progress. Not enough use is made of the good and outstanding practice in school to improve the overall quality of teaching.

The governing body offers a range of skills, and is supportive and committed to bringing about improvement. It is still developing its effectiveness in monitoring and evaluating the work of the school. Safeguarding procedures are good and systems for assessing risks are well developed. Child protection procedures are firmly in place and regularly reviewed. The school has a positive relationship with parents and carers. It keeps them informed through newsletters and works hard to involve them in school life.

The school's inclusive ethos supports equal opportunities for its pupils. Its commitment to ensuring pupils do well is seen in the good progress made by pupils with special educational needs and/or disabilities and the rapidly improving achievement of all other pupils. The school works well with outside agencies and the local schools to support pupils' health, welfare, social and learning needs. Provision for community cohesion is satisfactory. It is well promoted on a local level and the leaders are taking action to close the gaps in pupils' understanding of world issues and diverse lifestyles. The school provides satisfactory value for money.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Provision in the Early Years Foundation Stage is good and children thrive in a stimulating environment. Children in the Nursery and Reception classes play happily alongside each other. The youngest children benefit from the positive role models set by those in the Reception class. Children settle in quickly as they start school due to the warm relationships that adults quickly establish with them. Adults encourage children to be independent, make choices in activities and develop social skills that ensure good behaviour. Children start school with skills and knowledge that are well below age-related expectations, particularly in communication, language and literacy, and personal, social and emotional development. Good teaching and a well-organised curriculum ensure the gap is closing by the end of Reception. On-going assessment ensures that individual children's progress is tracked regularly and well-targeted support given.

Achievements are recorded as 'learning journeys' which provide parents and carers with an ongoing record of their child's development. The bright and attractive learning environment and imaginative activities enable children to have fun while making choices about their learning, such as whether to join in with a tea party role play or a group working together comparing their favourite dinosaurs. Learning moves easily between the indoor and outdoor areas giving all the opportunities to have fun and learn from each other.

Good leadership is focused strongly on continuous improvement. Staff are vigilant and children's welfare has a high priority. The Early Years Foundation Stage is fully incorporated into school life which ensures a smooth transition from Reception into Year 1. Strong links are developed with parents and carers, who speak appreciatively of the, 'friendly, helpful staff'.

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

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Only a small number of parents and carers responded to the questionnaire. Some did not respond to all the questions as they felt their child had not been in school long enough for them to be able to comment. However, of those who did respond, the very large majority agreed that their children enjoyed school, were kept safe and were very happy overall. Most were happy with the quality of teaching and that their children were being well prepared for the future. They also believed that the school kept parents and carers well informed about the progress made by their children. A very small minority had concerns about the way in which unacceptable behaviour was dealt with. Inspectors found behaviour to be satisfactory and that staff are happy to meet with parents and carers to discuss such matters. A very small number raised individual concerns and these were followed up by the inspectors. It was found that the school has effective procedures in place in relation to the issues raised.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bracken Edge Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 52 completed questionnaires by the end of the on-site inspection. In total, there are 312 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	50	24	46	2	4	0	0
The school keeps my child safe	23	44	27	52	2	4	0	0
My school informs me about my child's progress	18	35	26	50	6	12	0	0
My child is making enough progress at this school	16	31	28	54	3	6	0	0
The teaching is good at this school	18	35	28	54	2	4	0	0
The school helps me to support my child's learning	18	35	27	52	4	8	0	0
The school helps my child to have a healthy lifestyle	17	33	26	50	3	6	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	16	31	21	40	6	12	1	2
The school meets my child's particular needs	17	33	25	48	3	6	1	2
The school deals effectively with unacceptable behaviour	16	31	31	60	3	6	0	0
The school takes account of my suggestions and concerns	14	27	32	62	3	6	0	0
The school is led and managed effectively	13	25	30	58	3	6	0	0
Overall, I am happy with my child's experience at this school	22	42	25	48	2	4	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	58	36	4	2
Primary schools	8	43	40	9
Secondary schools	10	35	42	13
Sixth forms	13	39	45	3
Special schools	33	42	20	4
Pupil referral units	18	40	29	12
All schools	11	42	38	9

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 March 2010 and are the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn and spring terms 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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.



16 December 2010

Dear Pupils

Inspection of Bracken Edge Primary School, Leeds LS7 4HE

Thank you for making us feel so welcome when we inspected your school recently. We very much enjoyed the time we spent with you. A special thank you to those of you who kindly gave up your time to speak with us.

Bracken Edge provides you with a satisfactory education.

This is what we found out about your school:

- you are friendly and your behaviour is satisfactory
- during your time in school you make satisfactory progress to reach average standards
- your attendance is average and most of you arrive on time
- adults look after you well and make sure you are safe
- teaching is satisfactory and teachers work hard to make lessons interesting
- your headteacher and governors want to make your school better
- you take on responsibilities which contribute to the life of the school
- your school is helping you prepare for the next stages of your education
- most of your parents are pleased with the school and the help you receive.

We think that with your help your school can improve and we have asked your headteacher and your teachers to do the following things:

- help you to reach higher standards by making sure that all teaching in the school is as good as the best
- match the way pupils learn in Year 1 more closely to the way they learn in the Reception class
- give you more opportunities to use computers in all your lessons so you can learn to work independently.

We believe that this will help you to make more progress and we are sure you will work hard to make this happen.

Best wishes for the future.

Yours sincerely

Mrs Christine Millett

Lead inspector

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