

Brentnall Primary School

Inspection report

Unique Reference Number	105893
Local Authority	Salford
Inspection number	355860
Inspection dates	24–25 November 2010
Reporting inspector	Andree Keddle

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	195
Appropriate authority	The governing body
Chair	Mrs Jane Dudley
Headteacher	Mr Stephen Lawler-Smith
Date of previous school inspection	5 December 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 18 lessons, observed 9 teachers and held meetings with groups of pupils, governors and staff. They observed the school's work, and looked at documentation including safeguarding records, school policies, the school improvement plan, reports from the School Improvement Partner, assessment data, pupils' work, teachers' planning and the 95 parental questionnaires returned.

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

- The achievement of all groups of pupils' needs to be monitored to determine whether teaching and the curriculum are meeting their learning needs, particularly for higher-attaining pupils.
- The accuracy of the school's evaluations, in particular evaluation of the quality of teaching needs to be assessed.
- The accuracy and effectiveness of the school's systems to assess and track pupils' progress.
- The rigour and effectiveness of the leaders' systems to drive improvement, lead teaching and learning and raise standards.
- The capacity of the current leadership to sustain improvement.

Information about the school

This is a one-form entry primary school. About one third of pupils is White British. Two thirds are from a wide range of minority ethnic groups, the largest of which is pupils from eastern European backgrounds. Almost half the pupils on roll speak English as an additional language. The proportion of pupils known to be eligible for free school meals is above average and the percentage of pupils with special educational needs and/or disabilities is high. The school provides a before-school club and after-school care. These are managed by the governing body and were part of this inspection.

The new headteacher joined the school in September 2010. Recent changes to the membership of the governing body include a new chair and vice chair of governors.

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

This school provides a satisfactory and improving education for its pupils. Most children enter the Early Years Foundation Stage with a level of skills and knowledge which is below that typical for children of similar age. Pupils make satisfactory progress and when they leave at the end of Year 6 they attain broadly average standards in mathematics but below average standards in English. Fewer higher-attaining pupils reach above average standards than similar pupils nationally. However, this is improving, with a greater proportion of pupils achieving the higher Level 5 in English and mathematics in 2010. Standards at Key Stage 2 have declined since the last inspection, particularly in English.

The new headteacher has made a number of significant changes to the school. There is a clear vision for improvement which is understood well by all. Evaluation has been rapid and accurate and challenging targets have been set. School leaders have clear plans in place to bring about improvements and the governing body is providing satisfactory support and challenge through a good working relationship with the new headteacher. Recent improvements in teaching, assessment procedures, school organisation and the increase in pupils' progress mean that the capacity for further improvement is satisfactory.

Some inconsistencies exist in the quality of teaching and the progress pupils make as a result, so overall teaching is satisfactory overall. Recent changes to lesson planning have ensured that there is a clear focus on what the pupils are going to learn and these learning intentions are shared with the pupils. New assessment systems are in place so that the school is able to check on the progress that pupils are making. The satisfactory curriculum is broad and balanced and is enriched by a range of extra-curricular clubs and educational visits.

This is a warm, welcoming and friendly school. Pupils say that they enjoy school and, although attendance rates are low they are improving rapidly, reflecting pupils' increasing enjoyment of school. Pupils' behaviour is good; they respond well to praise and say that the recently introduced reward system encourages them to behave well. Pupils co-operate well in pairs and small groups in lessons and support each other well. They say that they feel safe in school and that teachers care for them. The effectiveness of the school's care guidance and support is satisfactory and pupils feel able to talk to staff about any concerns, confident that these will be dealt with promptly.

What does the school need to do to improve further?

- Raise standards in English and mathematics by ensuring that:
 - teaching is consistently good throughout the school

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- lessons are challenging and meet the needs of all groups of learners, particularly more-able pupils
- pupils are fully aware of their targets and understand what these mean
- pupils have the opportunity to respond to teachers' marking in order to improve their work.
- Increase the rate of pupils' progress by ensuring that:
 - better use is made of data and information on pupils' progress to set challenging targets and high expectations for individuals or groups
 - the governing body hold the school to account through challenging questions, having a clear understanding of data and of key improvement issues
 - monitoring and evaluating performance is regular and teachers are held to account for the progress that pupils make in their class.
- Increase pupils' attendance rates so that they are broadly in line with national levels by ensuring that:
 - the close working partnership with the educational welfare officer continues and becomes embedded
 - the school continues with, and develops further, recent strategies to identify groups of pupils for whom attendance rates are low
 - attendance strategies are monitored to check that they are appropriate and effective to deal with the reasons for non-attendance relating to specific groups and individuals.
- Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next Section 5 inspection.

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

Over time, pupils make satisfactory progress in their learning and this is improving. Progress accelerates when pupils experience good teaching, well-matched to their prior learning. In a lesson seen during the inspection, pupils in upper Key Stage 2 made good progress in reading as the result of challenging questions which extended pupils' understanding of a text and developed their vocabulary. Pupils who speak English as an additional language, those from minority ethnic groups and those who are eligible for free school meals make satisfactory progress. Progress for pupils with special educational needs and/or disabilities is satisfactory and there is evidence that this is improving through the effective deployment of teaching assistants. Where teaching is satisfactory, pupils make less progress, often because learning activities are not sharply focused on the next steps that pupils need to take to improve. Assessment information is underused and activities are not always well-matched to pupils' prior knowledge and skills. Pupils' attention and concentration are not as good in lessons which are satisfactory rather than good.

Pupils' contribution to the school and wider community is satisfactory. They take on a range of roles in school, including acting as monitors. Pupils understand the importance of eating healthily and make sensible choices at lunch-time. In the before-school club and

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during the school day pupils have healthy snacks and drink milk. Pupils have a good understanding of how to keep themselves safe in various situations, including when using the Internet. They feel very safe in school and recognise the steps taken recently to make the building and school site more secure, such as in the new entrance area. Pupils attending the after-school care are directly handed over to parents by staff. Pupils behave well in lessons and around school and talk enthusiastically about receiving rewards for behaving well, such as the 'golden ticket.' Pupils' spiritual, moral, social and cultural development is satisfactory; they get on well together and understand the difference between right and wrong. Pupils' basic skills are improving and this, along with their rapidly improving attendance, provides a satisfactory basis for their future economic well-being.

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	3
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	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
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	4
The extent of pupils' spiritual, moral, social and cultural development	3

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?

Overall, teaching is satisfactory and improving. During the inspection about half of the teaching and learning observed was good, with some elements of outstanding teaching observed in a very small minority of lessons. In good lessons, activities are well matched to pupils' needs and teachers use skilful questioning techniques to increase their progress. The pace of learning is brisk and pupils, including the most able, are challenged well through interesting, and sometimes extended, tasks. As a result, pupils' motivation and enthusiasm for learning are good. In less successful lessons, the pace of learning is slower

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and the learning intentions are too broad. Lessons do not focus closely enough on the specific next steps in learning. Well-designed assessment systems are in place to allow teachers and school leaders to monitor pupils' progress. However, these are new and the full impact of these on increasing pupils' progress is not yet evident. Many books are well marked and pupils often make a suitable response to the teachers' guidance as to how to improve their work. However, pupils do not always have the opportunity to respond to teachers' marking in order to improve their work.

The provision for pupils with special educational needs and/or disabilities is satisfactory and improving. During the inspection, teaching assistants were observed giving effective support to small groups of pupils through clear and challenging questioning.

The curriculum is broad and balanced and enhanced by visits out of school, such as the visit to Ordsall Hall as part of the topic work on the Tudors. Cross-curricular provision is at an early stage of development; some good links are made, such as work on the festival of Diwali being linked to a wider theme on light. Although the curriculum is improving, it has yet to impact fully on standards.

Pupils of all abilities and backgrounds are appropriately cared for in the school's warm and welcoming environment. Relationships are good between staff and pupils. The school has very recently made links with the local high school in order to support pupils transferring from one stage of education to the next. The school is taking steps to improve the low attendance; as a result, it is rising rapidly. Before and after- school provision is satisfactory.

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	3

How effective are leadership and management?

The school works successfully to form good relationships with parents and carers through good communication and regular consultation. Almost all parents say they are well-informed about their child's progress. Procedures to safeguard children are in line with government requirements. The school makes a satisfactory contribution to community cohesion and has well-advanced plans in place to develop a community learning centre on site. The school's work in promoting equal opportunity and tackling discrimination is satisfactory. Monitoring systems are in place to check on the progress made by different groups of pupils in a timely way in order to intervene if progress falls below what is expected. Senior leaders hold all staff to account for the progress that pupils make.

The new headteacher has been vigorous in ensuring that a clear agenda for improvement is in place and this has begun to reverse the decline in standards since the last inspection.

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He has initiated significant improvements to the organisation of the school and to systems and procedures, such as teachers' planning and assessment. Staff have been very responsive to the changes and share the headteacher's vision. Teachers are improving the quality of provision. The governing body provides satisfactory challenge to the school and manages the before and after-school provision satisfactorily. Self-evaluation is accurate and robust. Throughout the school community levels of motivation to improve are high.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	2
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	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
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

Children enter the Early Years Foundation Stage with a level of skills and knowledge below that typical for their age. They make good progress as a result of good, well organised provision. Assessments show children reach a level of skills and knowledge that is just below that expected for their age by the time they enter Key Stage 1. Resources are plentiful, used well and there is an appropriate balance between teacher-led tasks and child-initiated activities. Lessons are interesting and well matched to children's learning needs. As a result, children remain on task and concentrate well. Information and Communication Technology (ICT) is used well to enhance learning. Good teaching was observed during the inspection which engaged the children well and made a good contribution to their speaking and listening skills. Pupils who speak English as an additional language make particularly good gains in their language acquisition. Routines are well-established and staff make their expectations clear and regularly reinforce these with praise. Children behave well, are happy and safe and enjoy good relationships with each other.

Good leadership and management ensure staff work well together with clear purpose. Suitable assessment systems are in place to measure and record the children's

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achievement through the year. Good links exist with parents and carers and they are encouraged to be active partners in their children's learning.

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

An overwhelming majority of parents and carers are pleased that their children are happy, safe and healthy and enjoy attending this school. Inspectors' judgements support these positive views. Almost all parents and carers say that the teaching is good but inspectors' judgements are that teaching is satisfactory, although it is improving.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brentnall 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 95 completed questionnaires by the end of the on-site inspection. In total, there are 195 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	68	72	26	27	1	1	0	0
The school keeps my child safe	72	76	18	19	2	2	0	0
My school informs me about my child's progress	52	55	41	43	2	2	0	0
My child is making enough progress at this school	56	59	38	40	1	1	0	0
The teaching is good at this school	64	67	30	32	0	0	0	0
The school helps me to support my child's learning	60	63	30	32	0	0	0	0
The school helps my child to have a healthy lifestyle	59	62	36	38	0	0	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)	49	52	45	47	0	0	0	0
The school meets my child's particular needs	55	58	40	42	0	0	0	0
The school deals effectively with unacceptable behaviour	50	53	40	42	0	0	0	0
The school takes account of my suggestions and concerns	55	58	39	41	0	0	0	0
The school is led and managed effectively	56	59	38	40	0	0	0	0
Overall, I am happy with my child's experience at this school	66	69	28	29	0	0	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.



26 November 2010

Dear Pupils,

Inspection of Brentnall Primary School, Salford, M7 4RP

Thank you very much for the warm welcome you gave the inspectors when we inspected your school. Thank you for talking to us freely; you are clearly proud of your school. We were impressed with your good behaviour both in lessons and around school. You make healthy choices both at lunch-time and in the snacks that you eat. You have a good understanding of how to keep yourselves safe and you understand how to use the internet safely. Your attendance is below average but improving rapidly, reflecting your enjoyment of school.

Teaching is satisfactory and you make satisfactory progress in your learning. The quality of teaching is improving and your progress in lessons is improving. Overall, we judged that yours is a satisfactory school. Your new headteacher has made many changes and these are working well. To help your school become even better, we have said the headteacher and senior leaders should:

- raise standards in English and mathematics;
- increase your rates of progress in English and mathematics by checking regularly on the progress that you make and setting challenging targets for you
- help you all to attend school regularly to increase your attendance rates.

You can help by continuing to attend school regularly and by working hard so that you achieve your targets.

Yours sincerely

Andrée Keddle

Lead inspector

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