

Bramley Primary School

Inspection report

Unique Reference Number	107961
Local Authority	Leeds
Inspection number	356270
Inspection dates	9–10 March 2011
Reporting inspector	Andrew Swallow

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	Mr David Kershaw
Headteacher	Mr David Harrison
Date of previous school inspection	22 April 2008
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Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 11 lessons and observed eight teachers. Inspectors held meetings with members of the governing body, staff and pupils. They observed the school's work and looked at the school's improvement plans, self-evaluation, policies, assessment and tracking systems, safeguarding procedures and pupils' work. Inspectors examined questionnaires from 71 parents and carers, as well as those from pupils and staff.

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

- Rates of progress made by children across the Early Years Foundation Stage, given conflicting information provided in the school's self-evaluation.
- The effectiveness of the school's strategies to raise standards in writing, and in general across Years 1 and 2.
- The quality of pupils' personal development and outcomes, particularly attendance and behaviour.
- The consistency of teaching and the impact of teachers' assessments on all pupils' learning and progress across Years 1 to 6.
- The accuracy and effectiveness of self-evaluation procedures in improving the school's work at a fast enough pace.

Information about the school

Bramley is an average-sized primary school. The large majority of pupils are White British with a well above average proportion known to be eligible for free school meals. The number of pupils with special educational needs and/or disabilities is higher than seen nationally but the proportion with a statement of special educational needs is lower than the national average. Among the school's awards are the Healthy School status, the International School award, the Activemark, the Artsmark and the Stephen Lawrence Award.

Since the last inspection, there have been significant changes in staffing and senior leaders' roles have been re-configured, including the appointment of a permanent deputy headteacher.

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

Bramley Primary is a satisfactory school. It is a happy and inclusive school where pupils develop strong personal qualities due to the good care and guidance shown by all adults. All staff know individual children and their families very well and, as a consequence, pupils attend regularly, enjoy coming to school and say that it is a safe environment in which to learn. Their good behaviour makes a significant contribution to the friendly school environment. Their spiritual, moral, social and cultural development is also good. Many are confident in talking about the factors affecting their health and well-being and take full advantage of the range of experiences on offer. Parents and carers are highly supportive and confirm how much they feel welcomed in school.

Pupils enter the Early Years Foundation Stage with skills that are usually below expectations, and sometimes well below in writing. They get off to a good start, reaching broadly average attainment by the time they begin Year 1, except in writing. Across Key Stage 1 and Key Stage 2, pupils make satisfactory progress overall, reaching average attainment in mathematics and science. Attainment in English is weakened because pupils' writing skills remain underdeveloped.

Teaching and learning are satisfactory overall and sometimes good. A large number of changes in staffing since the last inspection have resulted in inconsistencies in the overall impact of teaching on pupils' learning. Some teachers do not take advantage of the positive attitudes that pupils show in lessons, tending to talk for too long, and missing opportunities for pupils to deepen their understanding by enabling them to work together. The curriculum is increasingly well matched to learners' needs. Provision for music and sport is a strength, as is the provision of a wide range of extra-curricular experiences. Nonetheless, there is scope for further reinforcement of pupils' basic literacy and numeracy skills across the curriculum.

The headteacher ensures procedures are in place to evaluate the school's performance. However, not all are as rigorously implemented as they should be, resulting in a somewhat over-generous view of aspects of the school's work. Senior leaders accept, for example, that the monitoring of the impact of teaching on pupils' learning is not precise enough. The governing body is highly visible in the school community, and understands the general strengths and areas for future development. Leaders and managers at all levels are ambitious for all pupils, and have put in place clear plans and challenging targets to secure further improvement. All these characteristics highlight the school's satisfactory capacity for sustained improvement.

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.

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What does the school need to do to improve further?

- Raise attainment throughout the school, most specifically in writing by:
 - ensuring all teachers are consistent in their use of relevant and meaningful experiences to stimulate all pupils to write
 - encouraging more extended writing opportunities, whilst paying close attention to sentence construction and use of interesting words
 - maximising opportunities for writing in different subjects.
- Ensure all teaching results in at least good learning by:
 - providing more opportunities, earlier in lessons, for pupils to work together to deepen their understanding
 - confirming that planned activities sufficiently challenge all pupils
 - constantly assessing progress through observing, listening to and talking with pupils.
- Improve the rigour of monitoring and evaluation arrangements by focusing strongly on the impact of teaching on pupils' outcomes.

Outcomes for individuals and groups of pupils

3

Pupils achieve satisfactorily and enjoy their learning. When provided with appropriate opportunities they collaborate effectively to pool ideas and develop each other's thinking. For example, Year 6 pupils worked well together to create additional stage directions and asides in a well-known novel, to enable the reader to infer more about the characters. Year 4 pupils planned enthusiastically a historical story set in ancient Egypt, sharing ideas about principal characters and plot. Pupils of all abilities engage equally well in such tasks. Their positive responses help to narrow the attainment gap between different groups, particularly for those with specific learning needs.

By the time they leave Year 6, pupils' attainment in mathematics and science is average. Attainment in mathematics has particularly improved since the last inspection, largely due to frequent opportunities for pupils to apply mathematical skills to real-life problems, and an emphasis on oral calculation skills. Attainment in English is improving. It is above average now by the end of Year 2 and broadly average in other year groups. However, the quality of writing by the time pupils reach Year 6 is still not high enough. Strategies to enhance pupils' use of language and sentence construction, strengthened by storytelling and drama, are helping to close the gap but have not yet impacted sufficiently to compensate for a legacy of earlier underachievement. This is because changes in staffing have resulted in inconsistent approaches over time. Overall though, pupils make satisfactory progress from below and, sometimes, well below expected starting points. Pupils who have special educational needs and/or disabilities also make satisfactory progress. This is because they benefit from successful support from other adults, and from one-to-one mentoring arrangements.

Pupils develop good personal skills and qualities. Most pupils show a good understanding of how to eat healthily and stay fit. They say they feel safe in school and know who to turn to with problems. Through their work on the school council and meetings with local

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community groups, pupils develop good spiritual, moral and social qualities. Links with schools across Europe and in South Africa foster a deep appreciation of the different lifestyles and priorities of people from diverse countries and religious backgrounds. Attendance is rising and is above average.

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	2
The extent to which pupils contribute to the school and wider community	2
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	2
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?

The quality of teaching is satisfactory. There is an increasing amount of good practice. Teachers create a supportive environment that ensures all pupils feel involved and cared for well. Where learning is at its most effective, stimulating opportunities for pupils to talk and work together develop their good understanding. Teachers assess frequently the developing levels of understanding and knowledge, using a range of questioning techniques so that pupils are encouraged to think for themselves. However, in some lessons teachers talk for too long, provide too much information and do not challenge pupils sufficiently to work things out for themselves. Consequently, pupils' attention wanders and the pace of learning slows. The school has improved the quality of marking and assessment since the last inspection. The information gathered about individual pupils is used well by some, but not all, teachers to match activities more closely to the wide range of pupils' needs, and share what they need to do next in their learning. Classroom support staff make effective contributions to support pupils' learning.

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The curriculum is satisfactory. A wide range of visits and visitors into school extends what is on offer. For example, all children benefit from singing and world-wide music making. These opportunities are enhanced further by many out-of-school activities, such as sport and drama. The curriculum to promote pupils' social and emotional development is particularly strong. However, clear links across all topics for pupils to practise literacy and mathematical skills are not fully embedded.

Pupils receive good pastoral care and support. Staff ensure high levels of welfare, especially for the most vulnerable. Good partnerships between the school and different specialist agencies impact positively on all pupils, especially those with special educational needs and/or disabilities. Effective links with families and secondary schools mean that induction and transition processes result in pupils moving smoothly through the different phases of their education. Adults have high expectations of pupils, resulting in regular attendance and good behaviour.

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 headteacher promotes high aspirations for all learners and ensures efficient day-to-day management of the school. Staff work effectively as a team and morale is good. Self-evaluation is largely accurate and there are appropriate procedures in place to keep the school's work in check. These include recently refined and more rigorous arrangements to check the progress of all pupils, both during and across years. Nonetheless, arrangements to evaluate the quality of teaching do not take into sufficient consideration the impact on pupils' learning and progress and this leads to an over generous self-evaluation of teaching and learning. Adults promote equality of opportunity and tackle discrimination satisfactorily.

Procedures to safeguard pupils are good. They include rigorous arrangements for recruiting staff, and for assessing and eliminating risks. The school works well with many key agencies involved in the care and welfare of pupils. The governing body and staff receive regular, good quality training, in particular on child protection issues. The school integrates issues about safety into the curriculum well, so that pupils develop a good understanding of how to keep themselves safe. Good links with local schools and outside agencies enhance the quality of learning experiences for all pupils. Links with parents and carers are also good. They are kept well informed about pupils' progress and well-being through regular meetings, questionnaires and newsletters.

The governing body carries out its statutory duties satisfactorily and meets the school's needs. Governors are supportive of the headteacher and staff. Nevertheless, their role in

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challenging the school to ensure that all pupils make the expected rates of progress is less well developed. The strong sense of unity within the school is extended by charity fundraising, work in the local community centre, and links with schools in Germany, Spain, Norway, Belgium, Northern Ireland and South Africa. These opportunities enable the school to draw on the rich and divergent backgrounds of people across the world to promote well an understanding of the importance of community cohesion.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children make good progress in the Early Years Foundation Stage. The vast majority enter school with skills below those expected for their age, and often well below in writing. From the outset, teachers provide strong support for children's welfare, learning and development. As a result, children settle quickly and begin to relate well to one another. Staff place strong emphasis on children cooperating, taking turns and sharing. Well-established routines underpin these positive relationships and help to establish close links with parents and carers. Children are well behaved and respond positively to clear expectations and appropriate levels of praise and encouragement. Consequently, the vast majority make good progress in most areas of learning, reaching overall expected standards for their age, and some beyond, at the end of the Reception Year. This is primarily due to good observations and detailed planning by teachers that meet children's needs increasingly well. Planning generally incorporates regular opportunities for children to investigate, explore and interpret for themselves. Good leadership of the Early Years Foundation Stage ensures that teachers work well as a team, with a common sense of purpose to ensure that all groups of children have the opportunity to achieve as well as they can.

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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

A high proportion of parents and carers responded to the inspection questionnaire. An overwhelming majority was highly supportive of the school. They typically commented that 'the school always puts care and well-being of the children as a priority,' and that 'teachers provide positive schooling experiences.' These comments reflect the good feedback from the school's own surveys. Inspectors share the many positive views expressed by parents and carers, but finds the quality of teaching to be satisfactory, rather than good, largely because some children are not making enough progress, particularly in writing.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 232 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	65	25	35	0	0	0	0
The school keeps my child safe	53	75	17	24	0	0	0	0
My school informs me about my child's progress	39	55	32	45	0	0	0	0
My child is making enough progress at this school	36	51	32	45	0	0	1	1
The teaching is good at this school	45	63	26	37	0	0	0	0
The school helps me to support my child's learning	37	52	32	45	0	0	0	0
The school helps my child to have a healthy lifestyle	27	38	43	61	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)	29	41	38	54	0	0	0	0
The school meets my child's particular needs	39	55	32	45	0	0	0	0
The school deals effectively with unacceptable behaviour	35	49	34	48	1	1	0	0
The school takes account of my suggestions and concerns	34	48	33	46	1	1	0	0
The school is led and managed effectively	41	58	28	39	0	0	0	0
Overall, I am happy with my child's experience at this school	44	62	25	35	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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

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 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 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.

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

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.



March 2011

Dear Pupils,

Inspection of Bramley Primary School, Leeds, LS13 3DP

Thank you for your very warm welcome when inspectors visited your school. We really appreciated your help and enjoyed chatting with you and listening to your views. This letter is to let you know what we found out.

Bramley Primary is a satisfactory school that enables you to reach similar results to other children around the country. You get off to a good start in the Early Years Foundation Stage, where you learn well. There are many other good features. In particular, we agree with many of you and your parents and carers who told us how kind the adults are and how much you enjoy school. You behave well and get on really well together. Many of you set a good example by attending daily, keeping active and looking after each other at break and lunchtimes. We were really impressed by the work of the school council and how well you all share roles, such as contributing to the local community centre. Your singing qualities are admirable and you clearly enjoy the many opportunities to make music and play sport. All the adults take good care of you. These things happen because your headteacher and governors work hard to improve what is happening in school.

One reason for our visit was to see what your school could do better. We have asked your headteacher, the governing body and teachers to work on the following things:

- to ensure that all pupils reach even higher standards, especially in writing
- to make sure that all teaching is good by providing challenging activities and regular opportunities for you all to work together and to think for yourselves
- to ensure that leaders and the governing body have the necessary information to check exactly how well you are all doing in response to the teaching you receive.

You can all help by working hard to reach your targets and continuing to support each other.

Yours sincerely,

Andrew Swallow

Lead Inspector

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