

Brandwood Primary School

Inspection report

Unique Reference Number	105148
Local Authority	Bolton
Inspection number	363690
Inspection dates	17–18 May 2011
Reporting inspector	David Byrne

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	461
Appropriate authority	The governing body
Chair	Mr Liam Trippier
Headteacher	Mrs Rosemary Jones
Date of previous school inspection	21 February 2008
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Introduction

This inspection was carried out by four additional inspectors. The inspectors observed teaching and learning in 17 lessons, taught by 15 teachers, and held meetings with representatives of the local authority, the Interim Executive Board, members of the previous governing body, school staff, pupils and parents and carers. The inspection team observed the school's work, and looked at a wide range of documentation provided by the school, including records of pupils' progress, the school improvement plan and policies for securing safeguarding and child protection. The team analysed the questionnaires returned by 101 parents and carers and also evaluated those completed by pupils and staff.

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

- The impact of recent changes to the governing body on the quality of provision and outcomes for pupils.
- The effectiveness of the school's work within the local community.
- How well the school meets the needs of its ethnically diverse pupil population, including support for those pupils who speak English as an additional language.

Information about the school

This is a larger-than-average-size primary school. It serves a community with a diverse range of cultures. The majority of pupils are of Asian or African heritage and of Muslim faith. The percentage of pupils with English as an additional language is high. The most commonly spoken home languages are Somali, Gujarati and Urdu. Mobility within the school population is above average with many international arrivals joining the school at times other than the start of the educational year. The percentage of pupils known to be eligible for free school meals is well-above average. An above average percentage of pupils are identified with special educational needs and/or disabilities.

The school has gained a number of awards, namely the Healthy School status, an Activemark, an Artsmark, the Rights Respecting Schools Award (Level 1 and 2) and the Financial Management Standard in Schools. Since the previous inspection, there have been some staff changes, including the appointment of some newly and recently qualified teachers.

In the autumn term of 2010, the governing body was disbanded and replaced by an Interim Executive Board.

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?

2

The school's capacity for sustained improvement

2

Main findings

This is a good school that is held in high esteem by the local community, and which it serves very well. Community cohesion, the promotion of equality of opportunities and fighting discrimination are at the heart of the school. It is no coincidence that one parent states 'this school goes out of its way to support the values we have in our homes'. Pupils' spiritual, moral, social and cultural development is outstanding. This is reflected in the pupils' exemplary behaviour and deep understanding of a wide range of faiths and cultures. Pupils from all backgrounds get on extremely well and enjoy collaborating, both in work and play. Pupils state that incidents of racism are non-existent as shown by comments, such as 'we all smile in the same language'.

Achievement is good and pupils enjoy learning. They make good progress and their attainment is in line with the national average by the end of Year 6. There is little difference in the achievement of different groups. Pupils with special educational needs and/or disabilities make good progress due to the good guidance provided by all staff. Support for pupils who speak English as an additional language is a key strength of the school; the linguistic skills of the staff successfully meet the needs of these pupils. Excellent quality care, guidance and support help pupils who are potentially vulnerable due to their circumstances to overcome barriers to learning. First-class partnerships with other organisations provide plentiful opportunities for pupils to take advantage of specialist support.

Good quality teaching and a good curriculum ensure that pupils are engaged in their learning. The school has excellent systems for assessing and tracking pupils' progress. Most pupils demonstrate a good understanding of how well they are achieving due to good marking but in a small minority of lessons the guidance provided for pupils to measure their progress towards targets within lessons, is not as precise as it could be. The use of information and communication technology (ICT) to support learning in lessons is not fully exploited, which holds back the development of some pupils.

An excellent partnership between the headteacher and the deputy headteacher is one of the main factors in the school's success. Together with other school leaders, great success has been gained in achieving the vision of a remarkably cohesive school community. The school has experienced disruptions leading to the creation of an Interim Executive Board. Throughout this period, excellent leadership of teaching and learning has protected the pupils' education. The school's good track record, combined with a relentless drive for continuous development and very accurate self-evaluation, gives the school a good capacity for further improvement.

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What does the school need to do to improve further?

- Strengthen the school's capacity to sustain its improvement by:
 - establishing a governing body to take over from the Interim Executive Board by the start of the summer term 2012.
- Raise achievement further by:
 - making better use of information and communication technology in lessons to support learning and to extend the pupils' skills and knowledge
 - ensuring that all teachers give precise guidance about the pupils' on-going achievement in lessons.

Outcomes for individuals and groups of pupils

1

Pupils thoroughly enjoy their lessons and achieve well. They are attentive and very keen to learn new ideas and skills. They thrive on collaborative work and share ideas generously. Their behaviour is excellent. During a Year 4 literacy lesson, there were lots of smiles and fun when pupils learnt to think about the best descriptive words for how an 'animal' felt, but not seen, inside a bag. Pupils are mature in their desire to improve. They respond very well when they are given clear criteria for their lessons which lead on to them evaluating how well they have achieved the aims of that lesson.

All groups of pupils learn well in lessons and reach suitably challenging targets for their age. From starting points in the Early Years Foundation Stage, that are low for their age, pupils' attainment by the end of Year 6 is in line with the national average. There is a relative strength in English and an above average percentage of pupils exceeded the expectations for their age in 2010. Great success is gained in supporting pupils who have English as an additional language due to the effective support programmes and skilful staff who work with them. The progress of some groups, for instance, that of Indian and Pakistani pupils, is so good that their attainment tends to be better than similar pupils nationally. The lowest attaining pupils are predominantly from a White British heritage, although these too make good progress from low starting points. Pupils with special educational needs and/or disabilities progress as well as their classmates because of particularly strong support and effective guidance.

Pupils feel exceptionally safe and secure. They have a good understanding of how to live healthily. Daily healthy snacks are available and pupils are keen to participate in the good range of sporting activities offered. Pupils make a highly significant contribution to the school and wider community. The Rights Respecting School's Strategies add to the pupil's pride in the school and develops a commitment to contribute to the community and beyond. They have an advanced understanding of rights and responsibilities. Pupils of different faiths work very happily alongside each other and demonstrate respect and consideration; they share in the joy of festivals such as Eid, Easter and Diwali. The pupils' voice is highly valued. They take on roles of responsibility around school, including playground buddies, peer mentors and playtime leaders. Pupils make good advances in their personal skills, developing into mature, confident young people very well equipped for future life. These outcomes, together with strongly improving attendance give pupils a good preparation for the next stage of their lives.

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These are the grades for pupils' outcomes

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

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 good with some outstanding elements. Excellent relationships are evident in all classrooms. Teachers have good subject knowledge and plan learning well. Lessons typically move along at a brisk pace and feature a range of interesting activities for pupils. The use of ICT to support learning in lessons is a relative weakness, which reduces opportunities for pupils to pursue their own enquiries. The quality of assessment is excellent. Teachers provide very good quality feedback that helps pupils to extend their learning. Because the school values each individual pupil, all are cared for exceptionally well. Support staff work very effectively alongside teachers and visiting staff. Pupils know exactly where they can go to gain advice and guidance on any issue.

The curriculum provides varied opportunities for pupils' personal and academic development. Effective adaptations are made to the required curriculum to meet the needs of pupils with English as an additional language or special educational needs and/or disabilities. The school is at the forefront of successful initiatives to promote pupils' awareness of the wider international dimension. It promotes curiosity and inquisitiveness, as well as being a key factor in pupils' outstanding cultural and social development. Links between subjects are effective in developing speech and language skills. A good range of activities outside the classroom makes a good contribution to pupils' learning. Pupils gain a great deal from their access to the school's minibus to go on educational visits to places in the locality, for example, to participate in a kayaking experience.

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Excellent pastoral care, guidance and support are at the heart of the school's work and the staff are highly responsive to pupils' needs. For instance, following effective intervention work and nurture strategies with pupils who are vulnerable due to their circumstances, these pupils are able to re-engage in their learning and lead a fulfilled life in school. Excellent strategies are employed to ease pupils who are international new arrivals into school, who often have limited understanding of the English language. Close links with an array of support services from education, health and welfare are very well accessed to supplement the high quality skills held by school staff.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	1
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	1

How effective are leadership and management?

A clear vision from the headteacher and the deputy headteacher, coupled with effective monitoring ensures that leaders at all levels are fully aware of aspects within the school that require further development. Outstanding leadership from the senior team has enabled the school to rise above the difficulties that led to the removal of the previous governing body. High morale has been maintained amongst staff and high expectations set for pupils. Clear strategies are in place to ensure that appropriate priorities are in place to drive improvement in the school. The most important resource, the staff, is exceptionally well managed. New and recently qualified teachers speak with enthusiasm about the high quality support they receive from leaders and managers at all levels, and particularly appreciate the fact that their views are valued. Teaching assistants are also very much part of the school team and participate in most aspects of school life. Staff are keen to take full advantage of the excellent opportunities provided for them in terms of professional training. The Interim Executive Board provides good governance. It gives good support for the school and is working with the senior leaders to address weaknesses identified by the previous governing body. Following the protocols provided by the local authority the board is in the process of laying the foundations for reconstituting the governing body within the next twelve months.

The promotion of community cohesion is outstanding and embraces an array of strategies to encourage harmony within the school and its community. The outstanding promotion of equal opportunities and the determination to tackle racism and discrimination are at the heart of the school's mission and, consequently, it is a happy and vibrant multi-cultural learning community where pupils thrive. Partnerships with parents and carers are good and the school does its best to listen to their views and respond to suggestions made to it. Procedures for safeguarding pupils are good; successfully promoting safeguarding and child protection. The school carries out some excellent collaborative work with a very wide

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range of external agencies, including local authority support workers, health professionals and representatives from faith communities.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

The school's warm relationships with the local community are a key factor in ensuring that children get off to a good start in a safe and supportive environment. In the Early Years Foundation Stage, children learn the fundamental skills, such as sharing, listening and caring for each other that form the basis of their strong personal development throughout the school. The majority of children enter the nursery with skills that are low when compared with typical age-related expectations, particularly in their use of language. Staff gather information on new entrants to the nursery prior to their arrival, including the home language spoken by the child's family. As a result, the school can allocate bilingual staff according to their expertise in particular languages. This is much appreciated by parents and carers. Many say that this friendly approach helps them to quickly establish close partnerships with the school so that they can play an active part in supporting their children's learning. High quality support in language development continues to play an important part in building children's skills as they move through the Early Years Foundation Stage. Staff carry out regular observations of children's learning and use this information very effectively to tailor tasks and activities for individuals. Staff are very skillful in providing support, knowing when to allow children to take the lead in their own learning and when to intervene in order to accelerate progress. Outdoor provision is of a good quality but opportunities for children to explore aspects of nature, such as growing plants in outdoor beds are not exploited.

The Early Years Foundation Stage is well led, ensuring that all staff work well together as a team. Children's progress is accurately assessed and staff meet together on a regular

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basis to review learning and plan individual activities for the children. As a result, children make good progress and the proportion attaining the expectations for their age increases at a good rate. By the start of Year 1, the attainment for some is close to average, although attainment overall remains below average.

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

Just over a fifth of parents and carers returned their questionnaires, which is below average for primary schools. The large majority who responded are full of praise for the school and the way it supports their children and respects their home culture. A very small minority express some concerns about aspects of the curriculum and request more detailed information about what is taught, particularly in relation to relationship education. A few are also concerned about the effectiveness of the management of behaviour. The information about the curriculum is generally of a high quality, with access to the website and many routes to gaining information within school documentation. The school is reported to be very open to polite suggestion and on occasions when information is deemed to be unclear, staff are friendly and willing to listen to suggestions. Regarding behaviour, the inspection findings are that the school manages this very well and all sources of information, most significantly the views of pupils themselves, say they feel safe and secure at all times with no issues related to unacceptable behaviour.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brandwood 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 101 completed questionnaires by the end of the on-site inspection. In total, there are 461 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	62	61	36	36	2	2	1	1
The school keeps my child safe	59	58	39	39	2	2	0	0
My school informs me about my child's progress	51	50	40	40	6	6	2	2
My child is making enough progress at this school	51	50	45	45	5	5	0	0
The teaching is good at this school	60	59	39	39	2	2	0	0
The school helps me to support my child's learning	46	46	46	46	7	7	0	0
The school helps my child to have a healthy lifestyle	49	49	51	50	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)	34	34	55	54	1	1	2	2
The school meets my child's particular needs	43	43	48	48	4	4	3	3
The school deals effectively with unacceptable behaviour	44	44	43	43	9	9	3	3
The school takes account of my suggestions and concerns	35	35	52	51	7	7	4	4
The school is led and managed effectively	44	44	47	47	2	2	4	4
Overall, I am happy with my child's experience at this school	58	57	37	37	2	2	3	3

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	46	48	6	0
Primary schools	6	47	40	7
Secondary schools	12	39	38	11
Sixth forms	13	42	41	3
Special schools	28	49	19	4
Pupil referral units	14	45	31	10
All schools	10	46	37	7

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 2010 to 31 December 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 2010/11 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.



19 May 2011

Dear Pupils

Inspection of Brandwood Primary School, Bolton, BL3 4BG

Thank you for your friendly welcome when we inspected your school recently. The team were very impressed by how well you all get along together and the sensitivity you have to the different cultures within your school. Your behaviour is excellent.

We judge your school to be good. Your headteacher and all the staff do many things well. Some things are outstanding. These include the excellent care and guidance for all of you, the first-rate partnerships the school has with support agencies out of school and the excellent contributions you make to the school and wider community. You told us that your involvement in the Rights Respecting Schools initiative is so effective that it has really boosted your knowledge of the rights and responsibilities of all humans regardless of who they are. All the adults in school know you well. Good teaching helps all of you to make good progress and reach average attainment. Skilled teaching for those of you with English as an additional language and also for those of you with special educational needs and/or disabilities helps you all to make good progress. You achieve well and become mature, young people who are well prepared for the next stage of your education.

There are some things that your school could do to improve it. We have asked that you are given more opportunities in lessons to use ICT and that you are given more precise guidance about how to evaluate your progress in meeting your success criteria. You might not know much about the Interim Executive Board, but we have asked that a new governing body replaces it within twelve months.

We send you our very best wishes for the future.

Yours sincerely

David Byrne

Lead inspector

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