

# Brandling Primary School

## Inspection report

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<b>Unique Reference Number</b>	108359
<b>Local Authority</b>	Gateshead
<b>Inspection number</b>	373142
<b>Inspection dates</b>	24–25 May 2011
<b>Reporting inspector</b>	Irene Cochrane

This inspection of the school was carried out under section 5 of the Education Act 2005.

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	117
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mr Edwin Bartley
<b>Headteacher</b>	Dr Ailsa Taylor
<b>Date of previous school inspection</b>	27 September 2007
<b>School address</b>	Mulberry Street Felling, Gateshead Tyne and Wear NE10 0JB
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## Introduction

This inspection was carried out by two additional inspectors. The inspectors observed eight lessons, observed six teachers and held meetings with pupils, members of the governing body and staff, and spoke with the School Improvement Partner. They observed pupils at work and looked at the data the school had collected on pupils' progress, the safeguarding procedures, pupils' books and records of the school's monitoring and review. They also considered 22 questionnaires returned by parents and carers as well as analysing questionnaires 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.

- Is the quality of teaching and learning, and the use of assessment high enough to support learning and to improve attainment across the school, particularly in Key Stage 1?
- How well do leaders and managers, including the governing body, drive forward improvement?
- To what extent does the curriculum have an impact on improving pupils' basic skills, particularly in English and in their personal development?
- To what extent are the more-able pupils challenged?

## Information about the school

This is a smaller-than-average-sized school. The percentage of pupils known to be eligible for free school meals is well- above average and most pupils are of White British heritage. The proportion of pupils with special educational needs and/or disabilities is well-above average. There is a higher-than-average number of pupils who join and leave the school at times other than at the start of their education. Since the last inspection, the school has undergone a significant change in the senior leadership team, with the appointments of a new headteacher, deputy headteacher, special educational needs coordinator and leader in the Early Years Foundation Stage. The school holds a number of awards, including Healthy School status, the Gold Artsmark and International School award.

**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 which provides a warm and welcoming environment. It has strengths in the exceptional partnerships it shares with other providers and the highly positive engagement with parents and carers. The passion and determination of the headteacher are at the heart of the positive and caring ethos in the school. This contributes well to pupils' personal development and good behaviour. Pupils enjoy coming to school and as one pupil said, 'There are lots of fun activities and teachers take your learning seriously'.

Pupils make good progress overall and, given their low starting points, their achievement by the end of Year 6 is good. The rate of progress overall has steadily improved over the last three years. By the end of Year 6, attainment is broadly average with pupils attaining higher levels in mathematics. Despite the recent refurbishments in the Early Years Foundation Stage that have had a very positive impact on the quality of provision, children's progress is satisfactory because planned activities do not always challenge children enough, especially the more able. The headteacher has introduced additional support for reading and this is having a positive impact on pupils' progress in reading but there are not enough opportunities for pupils to develop their writing skills over extended periods of time, so they can achieve the higher levels in this aspect of their work.

The quality of teaching is good. Teachers plan lessons that interest pupils and involve them actively in their learning. In the majority of lessons, tasks are matched appropriately to the differing abilities of learners, including those who are more-able and talented. Pupils work productively because tasks are clearly explained. However, they are not always given enough information to know exactly what they have to do to improve their learning, and the use of marking to identify the next steps that they need to take is inconsistent. The curriculum is enriched well by first-hand opportunities for visits and visitors to the school that contribute significantly to pupils' enjoyment of school. Pupils behave well in and around school and show respect towards one another.

Leaders and the members of the governing body understand well the school's main strengths and areas for development. This has resulted in successful action taken to improve attendance, progress in reading and developing the Early Years Foundation Stage environment. There is a united drive to support school developments and this ensures the school has good capacity for further improvement.

## What does the school need to do to improve further?

- Improve the use of assessment so that:
  - pupils clearly understand the next steps in their learning

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- marking identifies what pupils do well and the next steps they need to take in their learning.
- Accelerate the rate of pupils' progress further in writing by ensuring that:
  - pupils are given more opportunities to write for sustained periods of time across the curriculum.
- Improve children's progress in the Early Years Foundation Stage by:
  - making better use of assessment information to provide activities that are better matched to children's understanding and skills so that they all make quicker progress, especially the more able.

**Outcomes for individuals and groups of pupils****2**

Children's attainment on entry to the nursery is low, particularly in their communication, language and literacy skills. Children make satisfactory but improving progress and their attainment remains below average by the time they enter Year 1. In Key Stage 1, pupils make satisfactory progress to attain below average standards. Current school data shows improvements in all subjects, especially in reading, when compared to the previous year. Attainment is broadly average by the end of Key Stage 2 and pupils' achievement is good. However, outcomes do vary between cohorts depending on the proportion of pupils with special educational needs and/or disabilities and those who are potentially vulnerable due to their circumstances. Pupils who leave or join the school part way through their education are given good support to settle quickly into school but do not always make as much progress when compared to others. Outcomes and progress in English, are less secure than in mathematics, although recent action taken by leaders is improving attainment in this subject, particularly in reading. Pupils with special educational needs and/or disabilities make the same and sometimes better progress than their peers.

During lessons, pupils respond well to instructions and show consideration and respect to others. They enjoy their learning because they are actively involved and work well together in pairs to share their ideas. For example, pupils showed much enjoyment taking part in a writing lesson when they were asked to write a letter to a friend about what they might find at the end of an imaginary tunnel. When the task was completed, they enthusiastically exchanged the letters they had written to each other and were confident and keen to read them aloud. Pupils present their work well, and took pride in showing their work during the inspection. They behave sensibly in and around school and have positive relationships with each other. Pupils say they enjoy coming to school and this can be seen in their positive attitudes to learning and their improved attendance. As a result of highly effective close partnership working and communication with parents and carers, there are no persistent absences.

Pupils have a good understanding of the importance of taking regular exercise and the need for a healthy diet, which is reflected in the schools achievement of the Healthy School status. Pupils feel safe at school because of the good quality care they receive from staff and they are confident that any worries they have will be dealt with promptly. A wide range of visitors to the schools, for instance, road safety officers and the fire brigade promote first-hand experiences of how to stay safe. Pupils have an awareness of others less fortunate than themselves through links with other agencies such as, Barnardos and their collaborative global programme work with 'Connecting Classrooms'.

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*These are the grades for pupils' outcomes*

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

<sup>1</sup> 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?

Good relationships and well-established routines contribute to good behaviour in lessons and a positive climate that is conducive to learning. Pupils enjoy lessons when teachers make learning fun through carefully selected activities that motivate them well. Role play, paired work and well-planned activities matched to pupils' different needs, including those of the more-able and talented are key features of the teaching. Teachers utilise the skills of teaching assistants appropriately so that pupils with special educational needs and/or disabilities make similar progress to that of other pupils in the same class. Teachers are effective in ensuring pupils understand the tasks set for them, but not all pupils are clear about what they need to do to move to the next level in their learning and marking does not consistently identify the next steps they need to take.

The curriculum is organised around a thematic approach, with a wide range of practical and enrichment activities to support learning. This has a positive impact on pupils' personal development. Most basic skills are taught well, however, there are not enough opportunities for pupils to write about their experiences for sustained periods of time to build on their writing skills in English. The introduction of targeted reading support strategies and increased teaching about letter sounds and their use in spelling are having a positive impact on outcomes for those pupils involved. Pupils are keen to take part in the

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after-school clubs and activities and effective partnerships with other agencies contribute well to pupils' understanding of keeping safe and living healthy lives.

There is a strong sense of community across the school because adults know pupils well and take responsibility for their well-being. Consequently, pupils feel safe and are well supported. Highly effective partnerships with parents and carers and other professionals ensure that pupils potentially vulnerable due to their circumstances receive the help they need. Effective transition arrangements ensure that children get off to a good start in the nursery and transfer smoothly to secondary school at the end of Year 6.

*These are the grades for the quality of provision*

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

## How effective are leadership and management?

The new headteacher provides strong leadership and a clear direction for school improvement. The leadership team has been strengthened by a recent review of roles and responsibilities and there is a strong sense of purpose to bring about further improvements. Action taken by the headteacher has successfully addressed improvements in provision in the Early Years Foundation Stage and the review of interventions to improve reading. Parental engagement has increased through improved attendance at parent/teacher consultations and involvement in mathematics and English information sessions to support their children's learning. Systems for tracking progress are well used to ensure that those pupils at risk of underachievement are identified and appropriate actions put in place. The school promotes equal opportunities well and its procedures for tackling all forms of discrimination are effective.

Members of the governing body are regular visitors to the school and, therefore, understand its strengths and main priorities for improvement. They are highly supportive of the school and evaluate the impact of actions taken by leaders to improve learning and progress. Procedures for safeguarding are good with exemplary practice in the positive engagement of families, collaborative working with specialist support agencies and the robust checking of adults to ensure pupils are kept safe. There is a structured approach to community cohesion and as a result, pupils find out about a range of cultures and have a good understanding about the diverse nature of society.

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*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children settle well into nursery through well-planned opportunities to become familiar with their new surroundings. The majority of children are confident, have good levels of independence and select sensibly from the wide range of resources available to them. Progress has been satisfactory in most areas of learning and there are signs that it is improving. The school's assessment data shows that some children are making good progress in their awareness of letters and the sounds they make as a result of a structured daily focus in this aspect. The recent refurbishments have created a stimulating learning environment indoors with a range of resources that make suitable provision to build on children's communication and literacy skills.

Observations of children are used to plan activities that are matched to children's needs and interests but there are not enough opportunities provided to challenge the learning of all children, particularly when they are outdoors. Adult-led group sessions build on children's learning well as a result of effective questioning and use of good quality resources. However, the pace of learning slows when children's independent play activities are not sufficiently challenging to build on the skills they have acquired.

The recently appointed Early Years Foundation Stage leader, together with the headteacher, is promoting a rapid rate of change and children's learning is accelerating. Welfare requirements are met.



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*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>3</b>
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

## Views of parents and carers

The response rate from parents and carers to the Ofsted questionnaire was much smaller than the national average for primary schools. Those who did respond were highly positive about the work of the school in all aspects. The inspection evidence supports these positive views and has identified ways in which teaching and the use of assessment could be strengthened further

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brandling 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 22 completed questionnaires by the end of the on-site inspection. In total, there are 117 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	12	55	9	41	0	0	0	0
The school keeps my child safe	15	68	6	27	0	0	0	0
My school informs me about my child's progress	10	45	11	50	0	0	0	0
My child is making enough progress at this school	11	50	10	45	0	0	0	0
The teaching is good at this school	10	45	12	55	0	0	0	0
The school helps me to support my child's learning	9	41	11	50	0	0	0	0
The school helps my child to have a healthy lifestyle	7	32	13	59	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)	9	41	11	50	0	0	0	0
The school meets my child's particular needs	10	45	9	41	0	0	0	0
The school deals effectively with unacceptable behaviour	7	32	11	50	2	9	0	0
The school takes account of my suggestions and concerns	7	32	12	55	1	5	0	0
The school is led and managed effectively	7	32	13	59	1	5	0	0
Overall, I am happy with my child's experience at this school	11	50	10	45	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	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](http://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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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 May 2011

Dear Pupils

**Inspection of Brandling Primary School, Gateshead, NE10 0JB**

Thank you for being so friendly and helpful when we inspected your school. We enjoyed the time we spent with you and were pleased to see how well you behave. We would like to thank all of you who were so keen to tell us about your work when we came into your class. You told us that you enjoy school and we were glad to learn that you attend regularly. Keep up the good work.

Your school is good and it has some excellent features such as, the positive relationships and communication with your parents and carers, and there are exceptionally good links with others outside school to help to promote your learning. The adults care for you well and you told us this makes you feel safe in school.

We have asked your headteacher and the people who work with her, to do the following things to make your school even better.

- Improve the way teachers mark your work so that you understand the next steps in your learning.
- Make sure you know clearly what you have to do to get even better in your work.
- Have more chances to write for longer periods of time.
- Make sure that the youngest children in the school achieve the very best they can all the time.

You can help by continuing to work as hard as you can and attending school regularly. Thank you for helping with this inspection.

Yours sincerely

Irene Cochrane

Lead Inspector

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