

Braunstone Community Primary School

Inspection report

Unique reference number	128085
Local authority	Leicester
Inspection number	381249
Inspection dates	24–25 May 2012
Lead inspector	Lois Furness

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	392
Appropriate authority	The governing body
Chair	Helene Sutliff
Headteacher	Ian Proud
Date of previous school inspection	25 February 2009
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Age group	3–11
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Introduction

Inspection team

Lois Furness	Additional Inspector
Christopher Christofides	Additional Inspector
Richard Barnard	Additional Inspector

This inspection was carried out with two days' notice. The inspectors observed 37 parts of lessons led by 13 teachers. These included short visits to a range of phonics (teaching of letters and sounds) sessions. The inspectors held discussions with staff, groups of pupils, two governors including the Chair of the Governing Body, and parents and carers. The inspectors observed the school's work and reviewed documentation, including improvement plans, information about pupils' progress, safeguarding documentation and a sample of pupils' work. They analysed questionnaires completed by 99 pupils and 117 questionnaires returned by parents and carers.

Information about the school

This school is a larger than average. Although the majority of pupils are White British, 11 other ethnicities are represented within the school. The proportion of pupils who speak English as an additional language is well above average, as is the proportion of pupils known to be eligible for free school meals. There is an above average percentage of pupils supported by school action plus or with a statement of special educational needs. Children in the Early Years Foundation Stage are taught in two part-time Nursery classes and two Reception classes. The school meets the current floor standard which are the minimum standards expected by the government.

Inspection judgements

Overall effectiveness	2
Achievement of pupils	2
Quality of teaching	2
Behaviour and safety of pupils	2
Leadership and management	2

Key findings

- Braunstone Primary is a good school. It has improved significantly since its previous inspection and most pupils make good progress thanks to good teaching and their good attitudes to learning. The school is not outstanding because of inconsistencies in the quality of teaching that are preventing pupils from making more rapid progress. The governing body provides good support but the information it receives about achievement and teaching does not enable it to fulfil rigorously its duty of holding the school to account for its performance.
- From starting points that are well below age-related expectations, pupils make good progress to attain standards in English and mathematics that are broadly average by the end of Year 6. Reading progress, although good, occasionally slows when adults do not have a secure knowledge of teaching phonics and classroom organisation means it is difficult for staff to explicitly hear pupils' responses. Display throughout the school confirms pupils' high attainment in art, which is due to the outstanding teaching of the specialist art teacher.
- Most teaching is good. In the few lessons where teaching is satisfactory, teachers do not have high enough expectations of more-able pupils especially during the first part of lessons. Also, too few probing questions are asked to encourage all pupils to apply previous learning.
- Pupils are polite, friendly and get on well with one another and behaviour is typically good. Pupils pay close attention to their teachers and work hard in lessons. They enjoy coming to school, where they say they feel safe.
- School leaders have a clear vision of what constitutes good quality provision. They manage performance rigorously and teachers are keen to be observed in order that their performance can be improved. Such improvements are supported well by effective coaching from senior and middle leaders. Leadership and management are good.

What does the school need to do to improve further?

- Eliminate any inconsistencies in teaching throughout the school by:
 - raising teachers' expectations of more-able pupils and ensuring that assessment information is used rigorously to plan learning that challenges them at all times
 - developing teachers' skills in asking probing questions
 - ensuring all staff involved in phonics teaching have good subject knowledge and, when sessions are being taught, staff are able to hear all pupils' responses.
- Ensure that the governing body is able to develop its role of 'critical friend' by providing it with accessible information about pupils' achievements and the quality of teaching in all year groups.

Main report

Achievement of pupils

Pupils enjoy learning and make good progress in lessons. By the end of Year 6, attainment in English and mathematics is broadly average. Pupils particularly enjoy practical work and respond positively to challenging activities. For example, pupils in Year 3 were delighted to identify a hidden shape as either a cube or a cuboid. They made good progress as they used their prior knowledge of shape to eliminate carefully those that did not have eight vertices. Pupils in Years 4 and 5 made outstanding progress in their understanding of writing myths through exciting drama activities.

Attainment in reading by the end of Year 2 is below average and by the time pupils leave school in Year 6, it is securely average. Although children in the Early Years Foundation Stage and Years 1 and 2 make good progress overall, this sometimes slows when the adult teaching the small group does not have a secure understanding of the teaching of phonics. Pupils are occasionally asked to sound out words inappropriately when the word is one they need to recognise, for example 'you' or 'he.' Also different ability groups of pupils are often sitting very close to each other and this makes it difficult for the teacher to hear pupils' responses and for pupils themselves to hear exactly the sounds made by letters. This said, staff are successful in developing pupils' love of reading and the 'reading racetracks' are effectively encouraging more pupils to read regularly at home. Older pupils speak enthusiastically about their favourite authors and why they like them.

Children enter the Nursery with skills well below age-related expectations, especially in aspects of communication, language and literacy. By the time children reach the end of Reception, although they have skills which are still below those expected, most have made good progress, particularly in their personal, social and emotional development. This is because of the good support, encouragement and praise they receive. Good progress continues throughout the school and attainment gaps between girls and boys and between pupils known to be eligible for free school meals and their peers are narrowing. Pupils who speak English as an additional language make good progress. However, more-able pupils do not consistently make the progress of which they are capable, as the work given to them does not always

challenge their thinking. Pupils who are disabled and those who have special educational needs make good progress. This is because their needs are identified early and accurately, and effective support is provided, in the classroom, in small groups and individually. Almost all parents and carers who responded to the questionnaire agree that their children make good progress and the findings from the inspection confirm this view.

Quality of teaching

Pupils' work and the large majority of lessons seen during the inspection showed that teaching is of good quality. Teachers deploy other adults carefully and, together, they are consistently successful in motivating pupils. Disabled pupils and those who have special educational needs are taught well and one-to-one support is given when necessary. Assessment information is mainly used effectively to plan activities that meet the range of pupils' needs. However, at times, especially during the first part of lessons, more able pupils do not receive challenging work and are involved in the same activities as others. Teachers' subject knowledge is mainly good, although a few adults are not informed enough about the teaching of phonics. In Years 3 to 6, reading is taught well and there is a good emphasis on pupils experiencing a wide range of different texts. In all lessons, pupils understand what they are expected to learn and how to achieve success. Although teachers' questioning skills are at least satisfactory and often good, opportunities are missed sometimes to ask pupils probing questions that would encourage them to apply their knowledge to new situations.

Teachers' high expectations of behaviour encourage secure relationships and also effectively promote pupils' spiritual, moral, social and cultural development. Their moral and social development is well catered for in most lessons because staff make good use of 'talking partners' and provide many opportunities for them to work in groups sharing ideas and resources. This was evident in a Year 2 English lesson as pupils worked together to decide upon the ingredients for 'Mrs Twit's pie'. They willingly collaborated and took turns to stir the ingredients together. Teachers make learning meaningful by linking subjects together and there are good opportunities for pupils to use their literacy and numeracy skills in other subjects. For example in history, Year 4 pupils were encouraged to use their literacy skills effectively when learning about life in Tudor times. Marking in English provides clear guidance to pupils about how to improve their work and a specific time is allocated each week for pupils to respond to the useful comments made. Marking in mathematics, although satisfactory, is less helpful. Most parents, carers and pupils say that teaching is good and the inspection findings confirm these positive views.

Behaviour and safety of pupils

Pupils are polite and well mannered around the school. They are courteous to one another and show respect towards adults. From the Early Years Foundation Stage onwards, pupils show good attitudes towards their learning. They are well motivated in lessons, listening carefully to their teachers and to one another. For some pupils, good behaviour is a personal challenge. However, they respond well to the effective support of staff, who provide positive role models and help these pupils to manage

their emotions successfully and limit any disruption. A small minority of parents and carers identified behavioural problems as an issue. Pupils' views, the school's records and inspection findings confirm that behaviour is typically good, with everyone getting on well together and building strong friendships. Pupils identify that the school's policies and strategies for rewards and sanctions are fair, and result in a happy and harmonious community.

Parents and carers who returned questionnaires agree overwhelmingly that their children are safe in school. This view is consistent with that of most pupils. They know about different forms of bullying, including prejudice-based and cyber-bullying. Pupils admit that there are occasional fallings-out but they say that any issues are very quickly resolved by staff. As a result, pupils feel safe and well looked after. Punctuality to lessons is good and attendance, which is broadly average, is improving due to the school's concerted actions to increase it to 95%.

Leadership and management

The determined leadership of the headteacher has been instrumental in bringing about improvements since the previous inspection. Accurate and thorough self-evaluation has highlighted the correct priorities to move the school forward. Rigorous monitoring of individual pupils' progress ensures that potential underachievement is identified early and addressed swiftly. As a result, gaps between the performance of different groups are closing fast and the promotion of equality of opportunity is good. However, at times more-able pupils do not make the progress of which they are capable. Subject leaders are supported well and are effective in their roles. Staff work very well as a cohesive team and it is clear they want the best for pupils. Leaders monitor pupils' learning closely, tailoring professional development well to the professional needs of teachers. Performance management is effective. Progress since the last inspection in rectifying the key issues regarding raising attainment, improving teaching and extending pupils' cultural awareness shows that the school has good capacity to improve further. The governing body is supportive and its members regularly visit the school. However, their role of holding the school to account is insufficiently developed. The information regarding achievement and teaching is not always specific enough to enable the governing body to ask questions about ongoing performance. Safeguarding measures are firmly in place, and fully meet requirements. They are checked regularly to ensure their continued effectiveness.

The curriculum is broad and balanced and meets the varying needs of most pupils. It is enhanced by a good range of educational visits, visitors to the school and additional extra-curricular clubs and activities. The breakfast club complements the school's work and is greatly appreciated by parents and carers. Pupils' spiritual, moral, social and cultural development is promoted effectively and art and drama are notable strengths. Links with parents and carers are forged well, with most saying they would be pleased to recommend the school to others.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September to 31 December 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data 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.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Attendance:	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour:	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and what the school has accomplished so far and on the quality of its systems to maintain improvement.
Floor standards:	the national minimum expectation of attainment and progression measures.
Leadership and management:	the contribution of all the staff with responsibilities, not just the governors and 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:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
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.
Safety:	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

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.



28 May 2012

Dear Pupils

Inspection of Braunstone Community Primary School, Leicester, LE3 1QH

On behalf of the inspection team, I would like to thank you for the very friendly welcome you gave to us when we inspected your school recently. As you know, we came to see how well you are doing, and what you told us helped with our findings. We found that yours is a good school and these are some of the reasons why. You make good progress because teachers prepare good lessons and try hard to make your learning exciting. The artwork you do is amazing and the standards attained in this subject are much higher than is usual for your age. You clearly enjoy school and we were very impressed by how well you all get on with each other and how keen you are to learn new things. Your behaviour is good and this means that lessons are rarely disrupted by silliness. You feel safe at school and your parents and carers agree that the school looks after you well.

Your headteacher, staff and governing body want to help you achieve your very best in all that you do. We have suggested that they make sure that those of you who sometimes find work easy are given activities that make you think hard especially during starts of lessons. We have also asked teachers to ask questions that make all of you think hard. Although most adults teach phonics (linking sounds and letters) well, some adults need a little more training so that all of you are learning as fast as you can. Finally, we would like members of the governing body to be given lots of information about your achievements so they can check carefully to see if you are all progressing well.

All of you can help to improve your school by doing your very best in lessons and making sure you always listen to your teachers. We wish you good luck for the future and thank you again for your help.

Yours sincerely

Lois Furness
Lead inspector

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