

# Bracken Edge Primary School

Newton Road, Leeds, West Yorkshire, LS7 4HE

**Inspection dates** 4–5 December 2012

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Outstanding	1

## Summary of key findings for parents and pupils

### This is a good school.

- Excellent leadership and management have greatly improved teaching and achievement since the last inspection, and continue to do so.
- All pupils achieve well, and their progress is getting better very quickly.
- Teaching is good in all classes.
- Any pupils who have problems with their learning have extra help so that they do well.
- Children get a good start to their schooling in the Early Years Foundation Stage. They settle quickly and happily, and achieve well.
- Pupils enjoy school, behave well and feel very safe.
- The school is a harmonious community, and boys and girls from many different backgrounds get on well together. They cooperate extremely well in their work in class, and play cheerfully together elsewhere.
- There are good systems to involve parents in their children's learning.
- Attendance has gone up sharply, from very low levels at the last inspection, and was above average last year.

### It is not yet an outstanding school because

- There is not enough outstanding teaching to make achievement outstanding.
- There are a few inconsistencies in teaching, including in marking pupils' work. Occasionally, teachers do not give all pupils work at the right level, keep them all involved and interested, or ensure a fast pace of learning.
- Attainment by the end of Year 6 is below average, although standards across the school are rising quickly.

## Information about this inspection

- Inspectors observed substantial parts of 19 lessons and paid several shorter visits to classrooms to observe the teaching of reading.
- Meetings were held with staff, groups of pupils, representatives of the governing body, a senior adviser from the local authority and with a parent.
- The team examined 11 replies to the online questionnaire (Parent View) and took account of the results of the school's own recent parental questionnaire.
- A variety of documentation was examined, particularly that related to keeping pupils safe and the tracking of their progress.
- Inspectors examined samples of pupils' work in their books and on display, and listened to several younger pupils reading.

## Inspection team

Steven Hill, Lead inspector	Additional Inspector
Dominic Brown	Additional Inspector
Stefan Lord	Additional Inspector

## Full report

### Information about this school

- Bracken Edge is larger than the average primary school, and has a Nursery class which provides part-time education for the youngest children.
- The school is growing rapidly in size. The official yearly intake has risen from 45 to 60 and, this year, it has agreed with the local authority to admit a third class of Reception-aged children.
- A high proportion of pupils start at the school other than in Nursery or Reception classes, and at different times during the school year. Many of these pupils are newly arrived in this country, and are new to speaking English.
- Pupils come from a very wide range of different ethnic heritages. A high proportion of pupils speaks English as an additional language.
- The proportion of disabled pupils and those with special educational needs who are supported at school action is above average. The proportion supported at school action plus or with a statement of special educational needs is broadly average.
- The proportion of pupils known to be eligible for pupil premium funding (those who are entitled to free school meals, children looked after by the local authority, or pupils from service families) is well-above average.
- The school meets the government's current floor targets, which set minimum expectations for pupils' attainment and progress.
- The school provides a breakfast club for its own pupils. An after-school club also operates in the school. This is managed privately and is inspected separately.

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

- Improve the consistency in the quality of teaching so that more is outstanding and none needs improvement, and hence raise attainment, by:
  - making sure that the work given to pupils is never too hard or too easy, particularly for the more able
  - keeping up a brisk pace in all lessons, so that learning is always rapid
  - making marking more effective by always checking that pupils have followed up on their teachers' advice
  - consolidating the use of the many excellent strategies by which teachers make sure that all pupils are interested and involved throughout lessons.

## Inspection judgements

### The achievement of pupils is good

- Achievement is good because all groups of pupils make good progress in all classes. Achievement has improved since the last inspection and is still rising rapidly. Attainment is below average, but this represents good progress from when pupils start in this school.
- Children's attainment when they start in the Nursery or Reception classes is well-below expectations for their ages. They make good progress in relation to their starting points but their skills are still low when they go into Year 1.
- Attainment at the end of Year 2 is rising year-on-year but is still below average.
- Attainment at the end of Year 6 has been variable and was low last year. However, this represented strong achievement from these pupils' exceptionally low starting points. The progress of this group during Key Stage 2 was in the top one per cent nationally.
- There are no significant differences between the level of progress made by boys and girls, by those entitled to the pupil premium and their classmates, or by different ethnic groups. Disabled pupils and those with special educational needs do just as well others, and many made outstanding progress over the course of last year.
- Pupils who speak English as an additional language are given carefully-tailored help to learn English. As a result, they learn the language quickly and make the same good progress as their classmates.
- Pupils who stay at this school throughout the primary years do particularly well. However, those who are newly-arrived have excellent support to succeed both academically, socially and emotionally. Their progress rapidly improves to the same good levels as their classmates, and they quickly make up much of the initial shortfall in their standards.
- Progress in reading is good and improving. In younger classes, a focus on phonics (how the letters in words represent different sounds) is raising standards and reception children take a delight in their knowledge of different letters.
- Older pupils extend their reading knowledge well, for example, when Year 3 pupils made good progress in understanding how to 'read between the lines' of a text, in answer to challenging questions from their teacher.

### The quality of teaching is good

- Most teaching is good, with an increasing proportion that is outstanding, and just a few lessons where it requires improvement.
- Teachers and other adults have very positive relationships with pupils and manage their behaviour extremely well. As a result, lessons are calm and orderly, and pupils work hard and make good progress.
- Teachers explain new ideas well and often make good use of interactive whiteboards to clarify this and to enthuse pupils. They give them interesting things to do so they enjoy lessons and concentrate well.
- Pupils' involvement was seen particularly on the 'big maths' morning during the inspection. Pupils were absorbed by fascinating, practically based tasks and were engrossed in their work. A group of Year 6 pupils, for example, made excellent progress when they collaborated in groups to investigate a range of intriguing number problems, including magic squares with numbers expressed algebraically.
- A fast pace usually keeps up pupils' high level of interest, although occasionally the pace slows and then the concentration of some pupils wanes.
- During this year, teachers have successfully concentrated on using a variety of ways of making sure that all pupils are involved and interested in their learning. These strategies include extensive opportunities for discussion, which are greatly improving pupils' collaborative skills as

well as their speaking and listening. Just occasionally, chances to use such methods are missed, and a few pupils do not focus fully on what they are doing.

- Teachers make good use of the school's rigorous systems for following pupils' progress to ensure that they get work at just the right level for them. In a few lessons, this is not done accurately enough, so some pupils have work that is either too easy or too hard, and then their progress slows. This is a particular issue when high-ability pupils are not challenged enough by tasks.
- Staff in the Nursery and Reception classes, are particularly skilled in enhancing children's social and emotional development. As a result, they are settled in class, enjoy learning and make good progress in all the different areas of learning. A good balance is drawn between activities children choose for themselves, and those directed by adults. Adults are skilled at intervening in children's play to extend their learning.
- Teachers mark pupils' written work well, explaining what is good about it and giving clear pointers to improve. However, pupils are not always given the time to act on teachers' suggestions, and teachers do not always follow up on this.

### **The behaviour and safety of pupils are good**

- Pupils are keen to learn and take a pride in their success. They work independently when they need to, without adult support, but are particularly good at working collaboratively with their classmates. They are persistent in the face of difficulties.
- Behaviour is good and pupils feel safe in school. They know about different kinds of bullying and say it is rare in this school. They are very confident that the adults deal well with any misbehaviour and say behaviour has improved since the recent introduction of the 'red card' system to deal with problems.
- Pupils who initially struggle to conform are given extensive help to build up their confidence and self-esteem, and so improve their behaviour. Pupils who act as 'peer mentors,' and these are sometimes those who have had difficulties themselves in the past, make a strong contribution to helping others improve their behaviour.
- Pupils from a wide range of different backgrounds and speaking a variety of different languages have good relationships with each other and with staff. Pupils develop a good understanding of the values and beliefs of others, and show tolerance and respect for these.
- Pupils' great enjoyment of school is reflected in their much-improved attendance. Around school, pupils are friendly, polite, cheerful and friendly. This helps make the school a happy place to be where pupils enjoy both the social and academic elements of school life.

### **The leadership and management are outstanding**

- Strong leadership and excellent management have led to major improvements in teaching, learning and achievement since the previous inspection. Improvements continue to accelerate despite the changes in the school's intake and the many pupils who start at the school at different times. Attendance has also improved dramatically, and behaviour is better.
- The school's leaders have had an unrelenting focus on improving pupils' achievement through making teaching better. This has been strongly supported by excellent systems to check on pupils' progress, and concerted action to tackle any issues that are identified. The management of provision for pupils who have difficulties in learning is a particular strength.
- The checks made on the quality of teaching and learning are excellent, with accurate assessments made of practice, and clear guidance given to staff to help them improve pupils' learning.
- Observations of lessons are used well to improve teachers' practice, and to make sure that the information about how well teachers are doing is used rigorously in performance management to ensure that rates of pay are matched to each individual's effectiveness.

- The local authority has provided well-judged support, which has backed up the school's priorities. As the school has improved, the local authority's involvement has lessened because the need has become much smaller.
  - The pupil premium funding has been spent wisely on extra adult support to help the relevant pupils to make better progress, and to involve them in all aspects of school life. The school has added its own funding to enhance staffing so that these pupils, and those who have particular needs, those who speak English as an additional language, or those who arrive in school at different times all do as well as other pupils.
  - A lively curriculum makes a very good contribution to pupils' spiritual, moral, social and cultural development. The school draws well on the diversity in the school population to enhance pupils' understanding of important moral and social issues.
  - Links with parents are strong. They have excellent opportunities to be involved in the life of the school and provided with very good information about their children's progress. They have very positive views about the school and what it does for their children.
  - **The governance of the school:**
    - Governors have excellent systems that keep them very well informed about the school's strengths and weakness. They have high levels of expertise, in safeguarding, for example, and supplement these very effectively through a strong programme of training. They are very well able to challenge staff and hold them to account for the school's performance, and do so. They support the senior leadership team very well in ensuring that staff pay reflects their effectiveness. They ensure that funding is spent wisely to enhance pupils' learning, for example, using pupil premium money to help the relevant pupils to make good progress. They have a very firm grasp of safeguarding issues, and have ensured that the school's procedures meet requirements.
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## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107909
<b>Local authority</b>	Leeds
<b>Inspection number</b>	405129

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

<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>	365
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Grayston Paul
<b>Headteacher</b>	Julie Harkness
<b>Date of previous school inspection</b>	14 December 2010
<b>Telephone number</b>	0113 2623335
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