

Bramley Primary School

Fairfield Hill, Bramley, Leeds, West Yorkshire, LS13 3DP

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Select	3
	This inspection:	Select	2
Achievement of pupils		Select	2
Quality of teaching		Select	2
Behaviour and safety of pupils		Select	2
Leadership and management		Select	2

Summary of key findings for parents and pupils

This is a good school.

- This is a good school held in high esteem in the local community. Most pupils become confident and proud young people, well prepared for life.
- A good educational foundation in the Early Years Foundation Stage enables children to settle in to school and enjoy learning.
- Standards across the school have risen quickly since the last inspection. From low starting points when children join the Early Years Foundation Stage, they rise to broadly average at the end of Year 6.
- Disabled pupils and those with special educational needs and pupils who speak English as an additional language make good progress. This is because of the effective support provided.
- Good teaching and an outstanding curriculum give pupils a great enjoyment of school. This contributes to above-average attendance.
- Pupils' behaviour and safety are good both in class and around school. They show respect for adults and each other.
- The strengths in pupil's personal development are due in part to the school's extensive involvement in international projects. These broaden pupils' knowledge, experience and understanding of the wider world.
- Good systems for checking on pupils' achievement and progress mean that for most pupils their work in class is just at the right level.
- The caring and dedicated leadership of the headteacher is one of the main factors in the school's success. This is reinforced by the commitment of other leaders and the governing body. A shared ambition drives the school forward.
- Staff are very well managed. Training is tailored to improve their skills and benefit pupils.
- The school is well placed to sustain its current improvement and move forward in future.

It is not yet an outstanding school because

- Standards could be better in writing and speaking.
- Not all staff have a clear picture of the attainment of pupils in relation to national expectations for their age. This reduces the sharpness of targets for the performance of some groups of pupils.
- There are some inconsistencies in the quality of teaching. At times, pupils are over-directed, and not enabled to develop as independent learners. This holds back the learning for some, particularly the more able.

Information about this inspection

- The inspectors observed 12 lessons.
- Meetings were conducted with governors, staff, senior leaders, a representative from the local authority and three groups of pupils.
- Evaluations of a range of school documentation added to the inspection judgements. These included the documents relating to safeguarding, the improvement plan, the school's procedures for gaining an accurate view of its performance and records of pupils' attainment and progress.
- A check was made of any responses by parents to the online questionnaire (Parent View) but, at the time of the inspection, no responses were registered.
- An evaluation was made of the views of staff expressed in 32 questionnaires.

Inspection team

David Byrne, Lead inspector

Additional Inspector

Rosemary Batty

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for the pupil premium is well above the national average.
- The proportion of pupils supported through school action is just above average. The percentage supported through school action plus or with a statement of special educational needs is well above average.
- The large majority of pupils are of White British heritage. The proportion of pupils with English as an additional language is below average.
- The school meets the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- An above-average proportion of pupils join or leave the school at times other than the normal.
- The school provides before-school care for pupils each morning.
- 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.
- During the period of the inspection, three teachers and three teaching assistants were visiting a school in Finland. This is part of the Comenius School Partnership, a European funded programme to widen the perspectives of staff and pupils.

What does the school need to do to improve further?

- Maintain the current improvements and raise pupils' achievement further by:
 - devising and implementing a strategy for developing pupil's diction and speaking skills across the school
 - raising expectations across the school for handwriting
 - setting consistently high expectations for pupil's writing in English in all subjects
 - removing inconsistencies in the quality of teaching by giving all pupils more scope to take responsibility for their learning
 - setting even higher targets for pupils by ensuring leaders keep a close eye on pupils' attainment in comparison to national expectations.

Inspection judgements

The achievement of pupils is good

- Progress has accelerated quickly and standards have risen. Pupils reach average standards in reading, writing and mathematics. They also develop a deep understanding of geography, perform well in music and have great success in sports.
- Throughout the school, achievement is limited by the pupils' narrow vocabulary and a weakness in speaking. Some struggle with the way they pronounce words using standard English. This reduces their capacity to learn through discussion.
- Most children start school with levels of development that are much lower than typical for their age. Many have a narrow vocabulary and limited skills of speaking. In addition, children's experience of life is narrow.
- In the Early Years Foundation Stage, the proportion of children reaching standards expected for their age increases rapidly. Despite this, attainment at the start of Year 1 is below average. In Key Stage 1, standards have risen very quickly and are now average in reading, writing and mathematics.
- At Key Stage 2, progress is better than national expectations. Standards are currently average in reading, writing and mathematics. The proportion of pupils at above expected levels is increasing and now average.
- Good teaching gives pupils a love of books and their standards in reading are average. Pupils benefit from many opportunities to read a variety of books read by the whole class, for example, 'Kensuke's Kingdom' by Michael Morpurgo.
- In writing, standards have improved but too often, handwriting does not do justice to pupils' work. Standards in writing are reduced because of weaknesses in speaking which narrow pupils' choice of words.
- In mathematics, pupils develop the confidence to use a variety of methods to solve mathematical problems and reach standards that match national average.
- Pupils known to be eligible for pupil premium, the majority of pupils in the school, make good progress. Their standards are below pupils who do not receive the grant, but good progress is narrowing the gap.
- Good support for disabled pupils and those with special educational needs secures good progress. The few pupils who speak English as an additional language benefit from good support, at times from bilingual support. As a result, these pupils do well and quickly catch up with those who have English as their mother tongue.

The quality of teaching is good

- Higher quality teaching since the previous inspection has led to better achievement. Common strengths are in the excellent relationships between pupils and staff, the imaginative approach to linking subjects together and in the involvement of pupils in evaluating their own achievement in order to set goals for future improvement.
- All teachers and teaching assistants believe that every pupil can succeed. Their determination to overcome the difficulties that many pupils have is evident in the mostly high expectations they set. The support for disabled pupils and those with special educational needs, and for those who speak English as an additional language is of a high quality.
- Teachers have good subject knowledge and plan learning well. The linking of subjects makes lessons more relevant to the pupils' interests and motivates them to read, write and apply mathematical knowledge. By using the topic of 'Pirates' for example, pupils in Key Stage 1 are motivated to write messages, explore treasure maps and act out imaginary plays. However, when writing in other subjects, such as history, expectations are not consistently high and standards fall below those in English lessons.

- Lessons typically move along quickly. In the best lessons, pupils are encouraged to participate by sharing thoughts, discussing ideas and at times acting out events. In a strong literacy lesson pupils explored the emotions of the character in a story by acting out the event seen on a video clip. Occasionally, in some lessons, pupils are over-directed and not able to follow their own enquiries enough or make decisions about how to approach their work.
- The staff's knowledge of the achievement of pupils has improved over the last few years. It has strengthened the way they meet the needs of all pupils. Most teachers provide very good feedback that helps pupils to extend their learning. Marking is generally thorough and pupils know their targets for improvement. Pupils at risk of falling behind are quickly identified and given suitable intervention support.
- There is too much emphasis on checking pupil' progress but not enough on comparing the pupils' attainment to the national expectations. As a result, the targets set for some pupils do not maximise their progress. This is noticeable for more-able writers.
- Most staff are good role models for pupils, who applaud the quality of teaching they receive. There are times, however, when adults do not speak as clearly as they could and the quality of handwriting demonstrated with pupils does not always exemplify the very best standard.

The behaviour and safety of pupils are good

- Pupils are proud of their school and are its best ambassadors. A very warm welcome from happy, smiling faces meets everyone visiting it. Good, and at times excellent, manners and courtesy are a normal part of everyday behaviour; for example, pupils hold doors open for each other and are rewarded with a 'thank you' smile.
- Pupils say they feel safe. Very occasionally, bullying and incidents of aggressive behaviour occur but are swiftly dealt with. Pupils take pride in contributing to their school community and relish the opportunities to take on responsibilities. They are involved in making decisions about their school and, through structures such as the school council, know that staff consider their suggestions. They are rightly proud of their efforts to raise funds for local, national and international causes.
- Pupils acquire an advanced understanding, for their age, of the richness and diversity of modern society and the global community. The different cultures within the school are respected and celebrated and all are treated equally. The outstanding links with schools abroad, for example with South Africa and Finland, give pupils an excellent understanding of different countries. Such knowledge prepares them very well for participating in the rapidly developing global society and economy.
- An excellent understanding of environmental issues reflects a strong emphasis in the curriculum. Pupils look after the school's rabbits, guinea pigs and hens and gain reward from planting and harvesting vegetables. Their close links with a school in Durban, South Africa raise their awareness of the importance of recycling for a sustainable future. As the quality of teaching has improved and lessons have become exciting and interesting, attendance has risen. It is now above average and pupils are keen to learn. They are determined not to let their classes down by being absent, which can lead to them missing out on rewards for good attendance.

The leadership and management are good

- The headteacher has skilfully built a strong staff team that shares a strong ambition for pupils' success. This is vigorously supported by the deputy headteacher and governing body. Decisive action has been taken to improve teaching and refine the approach to learning.
- The promotion of equal opportunities is at the heart of all that the school does. Consequently, spiritual, moral, social and cultural development is good. The school is a happy and vibrant learning community where each pupil has the equal chance to thrive.
- Teachers are managed very well. The quality of teaching is regularly checked. Annual reviews of the performance of staff link to the school's targets to boost pupils' academic performance. All

staff contribute to evaluating the school's work, which is accurately assessed. Everyone is involved in moving the school forward.

- Leaders keep a close eye on the progress of pupils to ensure none fall behind. Not all leaders, however, use information about pupils' attainment to compare it to the nationally expected levels for their age. This reduces the ability to use such information to set the highest possible targets for pupils.
- Staff morale is high. They talk positively about the support they get from leaders at all levels and in particular the headteacher and deputy. They are keen to take full advantage of the training opportunities provided for them and the chance to be involved in international work.
- Pupils have access to an excellent range of experiences in lessons and outside. Every pupil has the chance to shine at something. There are many sporting events, opportunities to play musical instruments, the possibility of learning Spanish and occasions to perform in front of others in plays. They have access to a host of after-school clubs. Frequent visits of adults from overseas give them an excellent knowledge of the international dimension.
- Partnerships with families are encouraged from the moment children start school. Good communication is in place and parents are welcome to school at any time.
- The school benefits from excellent support from the local authority. It acts as a very effective professional friend and adviser. Its actions have been significant in recent improvements.
- **The governance of the school:**
 - Governors are committed and knowledgeable, carrying out their role with skill and sensitivity. They are well trained and benefit from local authority guidance. A close eye is kept on pupils' standards. Finances are well managed to secure the best deal for pupils. Governors are aware of the use of pupil premium grant, for example to employ extra staff, subsidise educational visits and purchase resources. They are less secure in their understanding of the impact of the spending on the achievement of such pupils. High expectations are set for the performance of the headteacher and staff. The quality of teaching is regularly checked and salary increases are linked to the contribution made to pupils' learning. All statutory requirements are met for securing the safeguarding of pupils, staff and adults.

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

Unique reference number	107961
Local authority	Leeds
Inspection number	405139

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	243
Appropriate authority	The governing body
Chair	David Kershaw
Headteacher	David Harrison
Date of previous school inspection	9 March 2011
Telephone number	0113 2146 169
Fax number	0113 229 5050
Email address	harrisda03@leedslearning.net

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