

# Brandwood Primary School

Brandwood Street, Bolton, Lancashire, BL3 4BG

**Inspection dates** 26–27 November 2013

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	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		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- By Year 6, pupils' attainment is broadly in line with national average standards in reading, writing and mathematics, having made good progress from very low starting points.
- Children make rapid progress in the Early Years Foundation Stage after beginning with knowledge and skills that are well-below national expectations. Although standards at the end of Year 2 are below average, pupils have made significant gains from their starting points.
- Good teaching of the links between letter patterns and sounds (phonics) promotes rapid gains in the fluency of pupils' reading. Consequently, pupils attained well in the Year 1 phonics test and these skills provide continued progress in Key Stage 2.
- Teaching is good overall and some is outstanding. Teachers have high aspirations for the achievement of all pupils.
- Pupils' behaviour is good and they feel safe. They are keen to learn and they take a pride in the school and the extended community.
- The school is well led and managed by the headteacher and senior leadership team with an exceptionally clear strategic plan for its continued development. Good teaching and pupils' achievement have been sustained.
- Members of staff have a shared positive ethos and morale is high.
- Parents are strongly supportive of the school and appreciate its recognition and celebration of the different faiths and cultures pupils and their families represent.
- Governance is good. The relatively new governing body has members who are vigorous and well informed and have a sound strategic grasp of the school's priorities.

### It is not yet an outstanding school because

- Teaching is not consistently good and too little is outstanding.
- The best practice in the school is not fully used to improve teaching.

## Information about this inspection

- Inspectors observed 22 lessons including five jointly observed with either the headteacher or an assistant headteacher. Sessions with small groups were also observed.
- Discussions were held with two groups of pupils, three governors, the Chair of the Governing Body and with a local authority representative. Meetings were held with members of the school's staff, including middle leaders, who hold various posts of responsibility in the school. Inspectors also heard groups of pupils read.
- Inspectors observed the work of the school and looked at a range of documents. These included pupils' work in the current year and previous years, the school's recent and previous national assessment results, information on pupils' progress, the school's view of its own performance and improvement plans. Records concerning provision for those pupils who need additional support, safeguarding procedures, behaviour and attendance were also examined.
- Consideration was given to the 19 responses to the on-line questionnaire (Parent View), the school's own consultation with families and the opinions of parents informally spoken with as they brought their children to school. Account was also taken of the 26 questionnaires completed by members of the school staff.

## Inspection team

Paul Copping, Lead inspector	Additional Inspector
Keith Bardon	Additional Inspector
Jim Bennetts	Additional Inspector

## Full report

### Information about this school

- This is a much larger than average-sized primary school.
- The proportion of pupils from minority ethnic groups is very high.
- The proportion of pupils for whom English is an additional language is very high.
- The proportion of pupils whose learning needs are supported at school action is very high.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is average.
- The proportion of pupils joining or leaving the school over the course of the year is very high compared to the average for schools.
- The school meets the government's current floor targets, which set the minimum expectations for pupils' attainment and progress in English and mathematics.

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

- Improve teaching in order to raise achievement further by:
  - ensuring that all lessons are planned with manageable activities that use time efficiently
  - encouraging teachers to check that all pupils are making good headway with tasks through each lesson and that objectives are clear
  - promoting independent learning through questioning that encourages discussion
  - enabling teachers whose skills need further development to observe and learn from more effective practice in the school.

## Inspection judgements

### The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills well below those expected for their age. In addition, many children have spoken little or no English before joining the Nursery class. Children make good progress so that, despite their skills still being below national expectations at the end of the Reception Year, the gap has narrowed and they are adequately prepared for the next stage in their education.
- Although pupils make good progress in Key Stage 1, because of their low starting points they finish Year 2 with attainment that is still below the national average. However, performance in the Year 1 phonics test matched the national average and is one of a number of indications that foundations are being effectively established for secure progress in Key Stage 2. Growing confidence in reading is shown by the facility with which Year 2 pupils are able to tackle unfamiliar words by using the decoding techniques they had been taught.
- By the end of Year 6, pupils have reached broadly average standards in reading, writing and mathematics. They are securely prepared for the move to secondary schools.
- The most-able pupils achieve well with many making more than expected progress in reading, writing and mathematics. A higher than average proportion of pupils overall make better than expected progress.
- Most pupils' basic skills in mathematics are secure by the end of Year 6 and pupils' knowledge and skills are deeper because they have been encouraged to appreciate that enquiry is something vital to pursue: mathematics is not simply mechanical but related to real life.
- Across the curriculum, pupils achieve well. The school has made adjustments to the ages at which swimming is taught, beginning at a younger age. Pupils' achievement has been correspondingly greater.
- The funding to support pupils eligible for the pupil premium is well targeted and contributes to the good progress made by these pupils. In the national tests for mathematics, those pupils known to be eligible for free school meals attained better than their peers and are close to the national average for all pupils. In the test for punctuation, grammar and spelling, they performed as well as their peers and better than the average for all pupils nationally.
- Pupils who speak English as an additional language achieve well because teachers and teaching assistants are well practised in providing tailored support and equality of opportunity. Overall, different groups achieve well. Pupils from an Indian or a Pakistani background achieve particularly well.

### The quality of teaching is good

- Most teaching is good or better. Many children arrive in the Reception class from nursery provision elsewhere or no previous provision. There is, overall, a very high incidence of pupils joining and leaving the school during the year. In this complex situation, teachers assess accurately and pupils' needs are quickly established and met. High expectations are held by teachers and there are examples of exceptionally rapid progress by pupils from low starting points.
- Pupils' progress is tracked effectively overall and allows careful checks on the performance of different groups.
- Literacy skills are taught well with a very secure foundation in the teaching of phonics.
- There is good provision for pupils whose circumstances make them potentially vulnerable and for those disabled pupils or those with special educational needs. Pupils supported by pupil premium funding are well taught and supported.
- Teaching assistants are fully included in planning lessons and make an effective contribution to pupils' learning in lessons.
- Pupils have ample opportunities for writing across many areas of the curriculum, including in

science and history. Reinforcement of new learning is often frequent and well judged and supported by the imaginative use of the school's extensive information and communication technology (ICT) resources. The new green screen facilities, for example, offer the opportunity for all kinds of learning scenarios to be enacted in a professional style. However, teachers' questioning, while well distributed across a class, does not always allow enough opportunities for reflective answers or debate between pupils in order to encourage independent learning.

- Most teaching of mathematics is rigorous and builds on pupils' previous learning. However, there were examples of teaching offering too complicated a menu of options and planning not taking account of the need to check on and manage pupils sufficiently closely.
- Teachers' marking is clear and helpful to pupils; they know how they may improve their work. Teachers in classes in the same year group plan together to teach the same content but this is not always taught to the same quality. For example, in some lessons in the same year group, objectives were not sufficiently clear to pupils or did not represent adequate challenge. Additionally, pupils sometimes lacked the continuous checks made or support they needed in order to progress from the initial stages of a task and they had to wait too long for a fresh or extended task.

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

- All pupils are well behaved and are mutually supportive in lessons and at play.
- Pupils are proud of their school and have the confidence to talk, with great animation, to visitors.
- In lessons, typically, pupils are attentive and keen to learn, only behaving less well if the work or the guidance available has not been sufficient to allow them to be fully involved in the task at hand. Their enjoyment of school is evident in their above average attendance.
- Pupils behave well in all areas of the large building at all times of the day. Even younger pupils understand the harm that bullying can cause; they are confident that it does not happen but have confidence in the adults around them, feeling that if it ever did, it would be dealt with quickly. School records show a great rarity of incidents of any kind and a complete absence of bullying with a racist dimension. Appropriate to their age, pupils have a grasp of how to be safe when communicating on-line. Parents confirm what their children say in describing a happy, safe and harmonious community.
- The school council is valued and contributes well to the opportunities for responsibility that pupils of all ages are keen to take.

### **The leadership and management** are good

- The headteacher and the senior team provide strong leadership that comes from an aspirational plan for the future of the school, fully shared with governors, based on accurate knowledge of all aspects of performance. The headteacher asks much of the teachers, teaching assistants and other members of staff in terms of commitment, and they respond willingly and enthusiastically.
- A number of teachers are recent entrants to the profession; they receive the support they need quickly to become fully effective members of staff. Effective professional development for staff ensures a rapid acquisition of knowledge, skills and responsibilities. Several relatively inexperienced teachers have assumed additional responsibilities in the school that they discharge well because of the training and support they have received; middle leaders in the school exercise delegated authority to good effect.
- The performance management of teachers, accurate assessment and ambitious targets are consistently evident and any increases in salary and contribution to pupils' achievement and provision are properly linked.
- Pupils' progress is checked carefully; subsequent analysis directs support with accuracy, calculated to maximise the positive impact on pupils' progress.

- The school's ethos is strongly aspirational and anti-discriminatory; an inclusive philosophy has been uncompromisingly maintained even when subject to challenge. Some pupils have experienced refugee status and enforced movement across borders; some are late starters in the school after having received little or no prior education. The school provides opportunities for all pupils in an exemplary way and is proud of the number of pupils with traumatic personal histories who feature among those making the most rapid progress.
- The school's curriculum offers a broad range of opportunities to all pupils: the school had made considered use of the additional Primary School Sports funding to broaden the range offered. Other steps have been taken to broaden the curriculum. A specialist sports coach teaches each week and valuable use is made of a peripatetic music teacher, not only in the weekly teaching for pupils, but as a model for non-specialist teachers to emulate, reinforcing pupils' learning.
- The school gives a high priority to pupils' spiritual, moral, social and cultural education. It has balanced with great skill the sometimes conflicting demands of the need to offer, on one hand, a broad experience to pupils with, on the other, respect for the specific sensitivities of the different faiths and cultural groups in the school. Pupils participate in and enjoy a wide range of singing and instrumental music. The school is recognised as a leading partner to the Bolton Interfaith Council and school trips associated with this participation complement a full programme for wide cultural experiences.
- The school is well supported by the local authority. The School's Improvement Adviser has a detailed and accurate knowledge of the school's performance and works in effective partnership with the headteacher to support leaders' precise view of how well the school is doing.
- **The governance of the school:**
  - The present governing body is fully in command of its responsibilities. Governors are well informed with regard to all aspects of the school's performance, including pupils' progress and offer strong strategic guidance. Some governors draw on their own positions of authority in the community to strengthen the links between home and school. The pupil premium and the new Primary School Sport funding are appropriately directed and their impact on pupils' achievement is regularly assessed. Safeguarding meets all requirements. The performance management of the headteacher is based on sound policies and procedures. Governors scrutinise any increases in salary for staff effectively, ensuring that they reflect the contribution made to the pupils' achievement and the school's performance.

## 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>	105148
<b>Local authority</b>	Bolton
<b>Inspection number</b>	426315

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>	460
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Brian Iddon
<b>Headteacher</b>	Amy Holmes
<b>Date of previous school inspection</b>	17 May 2011
<b>Telephone number</b>	01204 333444
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