

Brudenell Primary School

Welton Place, Leeds, West Yorkshire, LS6 1EW

Inspection dates 21–22 January 2014

Overall effectiveness	Previous inspection:	Good	2
	This inspection:	Good	2
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.

- This school gets children off to a good start and prepares them well for the future by the time they leave.
- From very low starting points pupils make good progress, especially in reading and writing, and achieve well.
- Standards are improving. Currently, they are broadly average in English but lower in mathematics.
- The quality of teaching is good, and at times, outstanding.
- The curriculum is interesting and enjoyable to pupils. It gives them lots of opportunities to develop their language skills and their personal qualities.
- Pupils enjoy their lessons. They are keen to learn and behave well at all times. They always feel safe in school.
- Leadership and management are good. Leaders maintain good quality teaching by tackling inconsistencies briskly. This has a good effect on pupils' achievement.
- Governors know how well the school works and provide strong support.
- Parents are very pleased with the school and appreciate the high-quality care and the education which the school provides for their children.

It is not yet an outstanding school because

- There is not yet enough outstanding teaching. Marking does not help pupils enough and the presentation of some work is poor. Pupils do not practise their mathematics skills sufficiently in different subjects to help their understanding.
- Standards reached in mathematics could be higher.

Information about this inspection

- Inspectors saw 18 lessons and part lessons, three of which were observed jointly with the headteacher and the co-headteacher.
- Meetings were held with staff members, members of the governing body, pupils, a representative from the local authority and parents.
- There were insufficient responses to the online questionnaire (Parent View) to gain a clear picture of parent’s support. However, feedback from parents in discussion and some written responses from parents were very supportive of the school.
- Inspectors observed the school’s work and examined a wide range of documentation including: national assessment data and the school’s assessments; the school’s own view of its work; minutes from governing body meetings; samples of pupils’ work and safeguarding information.

Inspection team

Kevin Johnson, Lead inspector

Additional Inspector

Katharine Halifax

Additional Inspector

Full report

Information about this school

- This is an average-sized primary school in which the large majority of pupils are from minority ethnic backgrounds.
- Many pupils are at an early stage of speaking English or speak no English at all when they start the school. A significant proportion of pupils join classes throughout the school outside of the normal times.
- The proportion of pupils supported by the pupil premium is very high compared to the national average. The pupil premium is additional funding for pupils known to be eligible for free school meals, children from service families and those who are looked after by the local authority.
- A below average proportion of pupils are supported by school action only.
- The proportion of pupils supported by school action plus or with a statement of special educational needs is average.
- The school meets the government's current floor standards, which set minimum expectations for attainment and progress in English and mathematics by the end of Year 6.
- The school is part of a partnership trust with four other local schools.
- It also offers accommodation to pupils from a nearby specialist inclusion learning centre. This is a mutual arrangement and is not a specially funded provision.
- A breakfast club and after-school care are provided during term time.
- The school has achieved Activemark and some awards for its work on inclusion.
- The headteacher has recently returned from a year's leave of absence and works temporarily on a part-time basis. During her phased return to full-time duties she is supported by her acting co-headteacher, formerly the deputy headteacher.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching and thereby improve pupils' learning, particularly in mathematics, by:
 - giving pupils more opportunities to develop their knowledge and understanding of mathematics by using their skills in different ways, across subjects, to solve problems
 - improving the presentation of some pupils' work and relying less on worksheets
 - making sure that teachers' marking in all subjects clearly shows pupils how to improve and that pupils follow that guidance up
 - always checking in lessons that pupils are not distracted from their learning and wasting time when they should be listening or doing their work.

Inspection judgements

The achievement of pupils is good

- Children's abilities are very much lower than typically expected in all areas of learning when they enter the Nursery class. This is especially so in communication skills as many of them do not speak any English.
- The teaching and other provision they receive are first class. Exciting activities inside and outside the classroom, excellent teamwork from staff to plan those activities, and links with parents to make children feel secure are some of the things that give children their good start. All of these are underpinned by high-quality and very effective language development. Children who speak English as an additional language quickly become confident enough to talk to each other and to listen to and answer questions.
- Children's curiosity and eagerness to try out new things continue in Reception Year. In one session, for example, a group of children who speak English as an additional language were very comfortable using the terms first, next, after that and finally when talking about the sequence of the events in the story they had read. By the end of Reception Year, apart from in writing, most children reach a good level of development and are ready to enter Year 1.
- Good progress continues in Years 1 and 2, especially in language development because of the high importance given to it and good teaching. Children's knowledge of letters and the sounds that they make was better than the national average in 2013. Standards at the end of Year 2 are average in mathematics. Scrutiny of pupils' work and hearing them read show broadly similar standards currently in reading and writing and an improving picture overall.
- Standards in Year 6 are improving. Pupils read well and about half of the Year 6 class have already reached or passed their expected level. They read fluently with good understanding and are enthusiastic about the books they have in their well-stocked library. Good progress is also seen in writing because teachers use good-quality literature from novels and poems as a starting point, as well as providing new, first-hand outdoor experiences for pupils to talk and write about.
- Standards dipped recently in mathematics while the focus was on English and there were temporary changes in leadership roles. The leadership situation has returned to normal and progress in mathematics is improving at a good pace because of the school's drive to raise standards. School assessments and pupils' work show that in Years 3 to 6, progress is currently improving quickly with almost all pupils on track to reach or exceed their expected targets.
- The school provides well for the most able pupils. Some pupils move up to higher year groups to be more challenged in mathematics. Teachers' high expectations make sure that there is a good range in pupils' writing. After studying the poem *The Highwayman* pupils in Year 6 were challenged to write formal persuasive letters giving their opinion about whether the soldiers or the highway himself were at fault for his death. This was a good challenge to their thinking and writing skills.
- Disabled pupils and those with special educational needs make good progress from their different starting points. There are good systems to help teachers pinpoint children's particular difficulties and plan the right kind of learning for them. They are supported well in classes and in groups by skilled and caring staff and often make good progress over a short time because of the way their confidence is boosted.
- Pupils supported by the pupil premium do better than others in the school at the end of Year 2. In 2013, the attainment gap between those known to be eligible for free school meals and others in the school closed considerably in English at the end of Year 6. The gap in mathematics, however, did not and shows about two terms difference between achievements of the two groups. Leaders have picked this up and together with school governors are watching the situation closely while providing the extra help that these pupils need.

The quality of teaching is good

- Teachers gain a clear view of what is expected of them from the high-quality feedback they receive from the headteacher about their work. They are open to changes that will improve what they do. They also work in teams across key stages to watch each other teach and use the best practice in their own lessons.
- There is usually a lot of purposeful activity in lessons that keeps pupils interested in their learning. Teachers use resources well and little time is wasted because expectations are high, instructions are clear and pupils are very keen to learn.
- Occasionally, teachers do not have the whole class in their sights and pupils either distract each other or stop listening and do not learn as well as they could.
- Nevertheless, it is more common to see teachers managing behaviour well. They are good at including all pupils, especially those who speak English as an additional language, by emphasising and repeating the language that pupils will need in the lesson and making sure that they understand what to do and are supported well.
- Reading and writing are taught well. Correct use of spelling, grammar and punctuation are emphasised and teachers model that well. Finding and choosing the right vocabulary is developed through activities linked to, for example, outdoor learning or philosophy. These encourage confidence in speaking and writing. As one pupil put it, 'philosophy makes you think outside of your comfort zone.'
- Teachers recognise that developments in mathematics teaching are still 'work in progress'. In the past year effective methods to teach calculation skills have been put in place and as a result, pupils are making faster progress. In one lesson pupils were taken outside to find different angles in everyday use. They learned and recorded where the angles were used and what their purpose was. This kind of mathematical investigation is not a strong enough feature of teaching in the subject throughout the school. Consequently, pupils' increasing calculation skills are not always developed and used in more interesting or real-life contexts.
- Teachers and teaching assistants are an effective team. They each know their pupils' abilities well. They share the work of checking progress in lessons. Some good teaching by teaching assistants was seen when they took charge of booster groups to improve some pupils' reading skills. Probing questions and good exploration of new words and meanings brought the best from their pupils.
- Teachers' marking is an area for improvement. Effective marking is seen in literacy books. Too often, however, there is no clear guidance for pupils about what to do next to improve. As well as that, when guidance is given, no clear response is shown by pupils' to their teacher's comments.
- Generally, the presentation of work could be better. In some classes too many mathematics worksheets are used that do not allow pupils to improve their own recording and presentational skills.

The behaviour and safety of pupils are good

- The behaviour of pupils in lessons and around the school is good.
- Pupils are respectful towards their teachers. They enjoy lessons and are keen to learn. When changing teaching groups in the classroom, for example, they do so without fuss and take little time to get started with their work.
- Pupils adjust their behaviour sensibly according to their situation. They are very attentive and well behaved in assemblies and are mindful of one another in the playground making good use of the litter bins to keep the playground tidy. They have good table manners and enjoy the social occasion of lunchtime.
- Pupils know that the acoustics in the dining room could be better and during the inspection an item on the school council agenda was how to make lunchtimes quieter. This was given very serious consideration. The school council members ran their own meeting with the Chair in

charge and behaviour throughout was impeccable.

- Pupils' spiritual, moral, social and cultural development is good. The school makes good use of the rich cultural mix within the school so that pupils can learn more about their own heritage. A notable project is the attractively published books of pupils' writing printed in both Urdu and English.
- The school's work to keep pupils safe and secure is good. Pupils understand how bullying, including cyber-bullying, can affect others. They state firmly that there is no bullying in the playground and that offensive name-calling may occur, 'only once in a blue moon'. Pupils and parents praise the school for the care it provides. As one pupil, who started the school recently, said, 'People here accept you for who you are'.
- The pupils, and staff, from the inclusion unit who use the school are welcomed and well integrated in the school's daily life. Those pupils have a representative on the school council.
- The breakfast club and after-school care are well attended. The provision makes sure that children who attend are safe at the beginning and end of the day. It also helps many pupils to get to school on time.
- Attendance is broadly in line with the national picture. It is checked robustly and the half-termly targets set are beginning to rise.

The leadership and management are good

- Leaders know precisely how good the school is and what is needed to move it forward.
- Recent changes in senior roles have made leadership stronger. Senior and middle managers have learned new skills, improved their subject knowledge and gained a wider view of the school's work through their own checking of its quality.
- The headteacher has built on this success since her return. Leaders' skills are put to good use in bringing exciting changes to the curriculum. Outdoor activities and philosophy are giving pupils greater opportunities to think for themselves speak clearly about different topics and solve problems through debate. These are having a good impact on achievement in reading and writing.
- Leaders also know that they have to raise mathematics standards. The mathematics leader has fully resumed her key role and the work done with teachers and the local authority is showing good results.
- Improvement in teaching is central to the school's work. Senior leaders check the quality regularly. They encourage teachers to think about their own work and how they can use what works well in other lessons. Training for teachers to improve their knowledge and teaching skills is planned well. Teachers know how salary increases are linked to their success in the classroom.
- Teachers with responsibility for leading subjects make a good contribution to school improvement. They know their subjects well and plan a good curriculum that suits pupils' differing personal, social and learning needs. Currently, they are sharing ideas with the other Trust schools about planning for the new primary curriculum for 2014.
- The leader of physical education has used the primary sports funding to improve opportunities for pupils to be active and improve their health and well-being. There are also plans for teachers to work alongside specialist instructors to improve their own teaching skills. These plans are shared with the governing body.

■ The governance of the school:

- The governing body challenges the school vigorously. Governors are familiar with national school data and compare Brudenell’s performance carefully with the national averages. They gain an overview of the school’s day-to-day work through visits, including classrooms, and with school leaders. The governing body checks that the pupil premium is used effectively to provide equality of opportunity for pupils and good achievement. The progress of pupils known to be eligible for free school meals and others who are supported by the funding is scrutinised closely and the school is held to account over the outcomes. Governors have a good overview of teaching quality in the school and how this links in with the salary structure. The school’s finances are managed efficiently and safeguarding arrangements fully meet all requirements.

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	107885
Local authority	Leeds
Inspection number	440412

This inspection was carried out under section 8 of the Education Act 2005. The inspection was also deemed a section 5 inspection under the same Act.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	232
Appropriate authority	The governing body
Chair	Margaret Hodge
Headteacher	Jill Harland
Date of previous school inspection	9 January 2012
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