

# Brady Primary School

Wennington Road, Rainham, Essex, RM13 9XA

## Inspection dates

4–5 December 2014

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

## Summary of key findings for parents and pupils

### This is a school that requires improvement. It is not good because

- Achievement is not yet good. Pupils do not achieve consistently well in reading, writing and mathematics regardless of their different abilities or starting points.
- Standards in reading, writing and mathematics are not yet high enough. Too few pupils reach the higher levels of attainment at Key Stages 1 and 2, especially in their writing.
- Children in the Early Years Foundation Stage do not all achieve well from their starting points.
- Teaching requires improvement because staffing disruptions have created gaps in the standards pupils reach when compared to all pupils nationally.
- Teaching does not always stretch pupils to achieve to the very best of their abilities. Work provided for the most-able pupils is not always challenging enough.
- Marking does not consistently tell pupils how they can improve. Teachers do not always make sure that pupils follow the advice they are given.
- Pupils do not have sufficient opportunities to develop their writing skills in different subjects.
- Although leadership and management are improving, over time they have not been good enough to ensure good achievement.
- The ongoing process of re-organising the school's leadership team is effective but has not yet sufficiently driven improvements in the quality of teaching and achievement.
- Middle leadership continues to be a work in progress and is in need of further development.

### The school has the following strengths

- Gaps in attainment between disadvantaged pupils and others in the school have narrowed.
- The small number of pupils who speak English as an additional language are supported effectively to accelerate their progress.
- The headteacher provides clear direction. In the short time he has been in post he has correctly identified priorities for improvement and acted swiftly to address weaknesses.
- The strong team of governors are supportive of the school and bring an increasingly high level of challenge to school leaders on the school's performance.
- Pupils are keen to learn and behave with courtesy and respect. They get on very well with each other.
- Pupils say they feel very safe in school and staff and parents agree.
- The curriculum provides well for pupils' spiritual, moral, social and cultural development.
- The vast majority of parents value the school highly and are keen partners in their children's education.

## Information about this inspection

- Inspectors observed 12 lessons or parts of lessons taught by seven teachers and three assemblies. Six lessons were jointly observed with the headteacher or deputy headteacher.
- Short visits were made to observe the teaching of literacy.
- Meetings were held with senior leaders, staff and members of the governing body. In addition, the lead inspector met with a representative from the local authority.
- Inspectors talked with pupils, listened to them read and observed them at play during breaks and lunchtimes.
- The inspection team observed the school's work, and looked at a number of documents, including the school's information on pupils' progress and pupils' work. Inspectors also looked at the school's checks on how well it is doing and school improvement documentation, planning, assessment information, documentation on the management of teachers' performance, and school policies and records relating to behaviour, safety and attendance. The school's safeguarding procedures were also evaluated.
- Inspectors took account of 54 responses to the online questionnaire, Parent View, and 18 replies to the staff questionnaire. The views of parents and carers were sought at the start of the school day as they brought their children to school.

## Inspection team

David Webster, Lead inspector

Additional Inspector

Peter Lacey-Hastings

Additional Inspector

## Full report

### Information about this school

- Brady Primary School is a smaller than average-sized primary school.
- The Early Years Foundation Stage consists of one single-age Reception class. Pupils are taught throughout the school in single-age classes.
- The proportion of pupils from minority ethnic groups is above the national average.
- The proportion who speak English as an additional language is below the national average.
- The proportion of pupils known to be eligible for the pupil premium, which is additional government funding for pupils known to be entitled to free school meals or who are looked after, is below the national average.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The school meets the government floor standards which set the minimum expectations for pupils' attainment and progress.
- A number of changes have taken place in the leadership of the school and membership of the governing body of the school since the last inspection. The present headteacher has led the school since September 2014. The school was led by an acting headteacher between September 2013 and August 2014. The governing body is in the process of being reconstituted. Over the last two years there has been significant disruption to learning, with attributable elements including the long-term illness of the previous headteacher and changes in staffing.

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

- Improve the quality of teaching so that it is consistently good or better and ensure that pupils make consistently good progress in English and mathematics as they move through the school, including the Early Years Foundation Stage, by:
  - ensuring teachers plan activities that take full account of pupils' varying levels of ability and always provide the right amount of challenge, especially for the most able
  - increasing the opportunities available for pupils to write at length in subjects other than English
  - making sure that pupils are always given precise guidance about how to improve their work, and that teachers check their responses.
- Improve the impact of leadership and management on achievement by developing middle leaders through:
  - clearly defining roles and developing their skills
  - ensuring they work alongside teachers to improve teaching and learning in their subjects, especially in English and mathematics
  - ensuring that rigorous improvement plans are developed for their areas and that these are well monitored.

## Inspection judgements

### The leadership and management

### require improvement

- Although leadership and management are improving, over time they have not been good enough to ensure that pupils achieve consistently well. This has been due to a prolonged period of disruption in leadership which has contributed to a decline from its outstanding nature at the last inspection.
  - The process of re-organising the school's senior leadership team is not yet complete. This has limited to some extent the team's effectiveness in driving improvements in the quality of teaching and achievement.
  - Middle leaders currently make only a limited contribution to leading improvement. Senior leaders are aware of this and are planning appropriate actions to develop the role of middle leadership, including that of the Early Years Foundation Stage.
  - The headteacher provides clear direction and strong leadership and is well supported by the deputy headteacher and senior leaders. In the short time he has been in post, he has correctly identified priorities for development and acted swiftly to address weaknesses. Senior leaders have an accurate understanding of the strengths and weaknesses of the school. The capacity to improve is clear.
  - Staff who completed the staff questionnaire were extremely supportive of the school's leadership. All staff share the headteacher's ambitions for the school.
  - Comprehensive plans are in place which set realistic yet ambitious targets for further improvement. School improvement is strongly focused on raising standards, particularly in writing.
  - Performance management is thorough. It holds teachers to account for the achievement of pupils. Targets are clear, linked directly to the outcomes for pupils and the Teachers' Standards, and used by the headteacher and governors to inform judgements on teachers' pay progression.
  - The headteacher has a clear focus on the impact of teaching on learning. He uses a range of evidence including observations of lessons, progress data and scrutiny of work in pupils' books to make accurate judgements about how well the school is doing. As a result the quality of teaching is improving.
  - Leaders' attentions have been correctly focused on improving pupils' access to learning through the development of successful phonics (letters and the sounds they make) and reading in addition to the key priorities of accelerating progress in English and mathematics.
  - The curriculum is broad and balanced, and prepares pupils well for their next stages of learning and future citizenship. It brings subjects together into interesting topics which engage pupils well. Activities such as a meeting with the local Member of Parliament and visits from the local police enhance pupils' understanding of British values and the rule of law.
  - Provision for pupils' social, moral, spiritual and cultural development is strong. The school has a well-developed ethos of caring, respect, cultural understanding and tolerance. Pupils are well prepared for life in modern Britain.
  - The school uses the primary sports funding well. A sports coach provides high quality tuition for pupils. In addition, staff benefit from his additional training to extend their skills which improves sports provision further. Increased levels of engagement in sport are having a positive impact on pupils' health and well-being.
  - Pupil premium funding is used well to provide extra help for disadvantaged pupils and because of this the attainment gap between these pupils and their classmates is narrowing rapidly across the school.
  - The school engages well with parents, particularly through its new website. Parents are keen to partner in their children's education and the range of meetings offered to them are well attended. The vast majority of parents value the school highly and would recommend it to others.
  - The local authority effectively supports and challenges the school in helping it make improvements. It has an accurate understanding of its strengths and weaknesses.
  - Safeguarding procedures are robust and meet current government requirements.
  - Effective support is provided for pupils who speak English as an additional language so that they can settle quickly.
- **The governance of the school:**
- Governors form a strong team who are highly supportive of the school and aware of its strengths and weaknesses in achievement and the quality of teaching. They recognise the need to continue to improve standards by holding leaders to account. Effective training, for example in the analysis of data, means that they are now better placed to do so. They visit the school regularly, and ask challenging questions regarding staffing, teaching and achievement. They hold a clear overview of the quality of teaching and ensure that salary awards are linked to the progress of pupils. An effective system is in

place to monitor the performance of the headteacher. They understand how pupil premium and sports funding is being used and the impact of this upon pupils' progress. Governors manage finances well and use them effectively. They ensure that the school currently meets its statutory duties and safeguarding requirements.

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

### **Behaviour**

- The behaviour of pupils is good.
- Pupils enjoy school and are keen to learn. Their positive attitudes, enjoyment and effort are clearly evident in their work, which for the most part is neatly presented. When activities are not well matched to their interests and needs, however, some pupils can become distracted and lose their focus on their learning.
- Pupils are courteous to visitors. They are ready with a friendly greeting, willing to hold open doors, and stand politely to one side to let adults pass.
- Pupils are proud of their school and particularly appreciate the hard work of their teachers to make learning interesting and fun, and the help they receive from them. They also value the increasing range of clubs, trips and visits offered.
- They have excellent relationships with teachers and support staff, who have high expectations of their behaviour, confirmed by the school's records. This helps pupils to be respectful and try their best. Their attendance has improved since the last inspection.
- Pupils very much enjoy the responsibilities they are given across the school, for example as peer mentor, play leader, head boy and head girl, and school council member.
- Behaviour at break and at lunchtime is of a good standard. Pupils play happily together, and a strong sense of community is evident.

### **Safety**

- The school's work to keep pupils safe and secure is good.
- Pupils have a clear understanding of most types of bullying and the risks they might face in their everyday lives. They say incidents of poor behaviour and bullying are few, and this is borne out by school records. They know how to use technology, including the internet, safely.
- Pupils know that the adults in the school care for them and will look after them if they have any concerns or problems. The senior learning mentor is a good friend to pupils and their families and supports the school very well in her role.
- Pupils say they feel very safe, and parents agree strongly.
- The school's procedures for child protection and safeguarding are robust and rigorous.

## **The quality of teaching** requires improvement

- The quality of teaching requires improvement because, over time, it has not consistently helped pupils to make good or better progress in reading, writing and mathematics. Staffing disruptions have created gaps in the standards pupils reach when compared to all pupils nationally.
- Pupils, particularly the most able, are not always challenged well enough in their lessons with work that is well matched to their interests and abilities. As a result too few pupils reach the higher standards in reading and mathematics, but this is especially so in writing. Pupils do not have enough opportunities to develop and extend their writing skills in all the subjects of the curriculum.
- Staffing is now more stable than in previous years. The headteacher has focused strongly on improving teaching and has given clear direction to staff. Various strategies have been put in place to improve the quality of teaching and these are beginning to have a positive impact. Inadequate teaching has been eliminated.
- Pupils' work is marked regularly and there are instances of best practice within the school. However, marking does not always provide pupils with helpful advice to extend their learning further. Pupils do not always act upon the advice they have been given. As a result, some pupils miss opportunities to make important improvements to their work, for example in grammar and spelling.
- Pupils' progress is assessed regularly in meetings between staff. This enables work to be planned to broadly match the needs of pupils but does not always result in sufficient challenge, especially for the

most able.

- Teachers in many cases plan well, have good subject knowledge and make skilful use of high quality questioning and resources to help all pupils deepen their thinking and skills. This results in pupils enjoying their learning and working at a good pace. In a Year 6 English lesson, for example, pupils of differing abilities worked with sustained focus and engagement as the teacher and teaching assistant questioned them on the best way to develop their work writing a 'flashback' in response to an engaging video clip from a Harry Potter film.
- Staff build warm and caring relationships with pupils and use the rewards system well so that pupils commit themselves to learning. This means pupils are confident learners who are prepared to try hard and unafraid of making mistakes. They willingly evaluate the quality of their own and others' work. This has resulted in a climate in all classrooms in which pupils can learn and feel safe. Pupils enjoy lessons and work well together.
- Overall, well-trained teaching assistants give effective support to pupils who are disadvantaged, disabled, or who have special educational needs.
- The regular and effective teaching of phonics ensures that pupils gain these skills securely.
- Homework is set appropriately and supports learning because it is regularly marked and monitored. Recent use of the school website has resulted in an improvement in the quality and quantity of homework and this provision has been appreciated by parents.

### The achievement of pupils

### requires improvement

- Achievement requires improvement because the rate of progress pupils make as they move through the school is not consistently good in reading, writing and mathematics.
- At Key Stage 1, standards in reading, writing and mathematics have been broadly average for a number of years. However, in 2014 they fell to below the national average, due largely to the high proportion of pupils who entered the key stage with standards below those expected. Although most pupils made expected progress and sometimes above that, the proportion of pupils who reached the higher Level 3 in 2014 was well below average.
- At Key Stage 2 in 2014 standards fell to below the national average in all subjects. The proportion of pupils who reached the higher Level 5 was below average in reading and mathematics and well below in writing.
- Progress across key stages is not consistently good. Currently most pupils, including the most able in Years 1 to 6, make nationally expected levels of progress from their starting points in reading, writing and mathematics. Some, for example the older pupils in both Key Stage 1 and Key Stage 2, achieve better than expected. However, most pupils do not achieve even better progress because their work does not always challenge them sufficiently and marking is not always helpful enough to show them how to improve their work.
- In 2013 and 2014 the large majority of pupils met the expected standard in the Year 1 check on their knowledge of phonics. Pupils enjoy reading. Those pupils who were heard to read by inspectors were keen and engaged. They made full use of a range of skills in order to work out unknown words.
- Over time the proportion of most able students reaching beyond expected standards at the end of Year 6 is broadly average in reading, writing and mathematics. The most able pupils throughout the school, however, do not always achieve as well as they could because sometimes the work set is not sufficiently demanding. It does not challenge pupils to reason and think deeply enough for themselves or to consistently produce the amount of work of which they are capable. In writing there are insufficient opportunities to apply and extend their writing skills in other subjects in the curriculum.
- Pupils from minority ethnic groups make progress in line with their peers. The very few pupils who speak English as an additional language are supported effectively. This accelerates their progress from their lower starting points, particularly in English.
- Disabled pupils and those with special educational needs make expected progress along with their peers. They are well supported in small groups by the team of well-trained teaching assistants.
- The gap between disadvantaged pupils and other pupils nationally at the end of Key Stage 2 in 2014 was one and a half terms in reading and mathematics and one term in writing. The gap between these pupils and others in the school was one term in mathematics and half a term in reading and writing. The extra support that the school is providing in small groups is quickly closing the gaps between their performance and that of their peers.
- Leaders are committed to providing equality of opportunity and tackling discrimination. For example, pupils who are disadvantaged, disabled, or who have special educational needs are supported to make the same progress as others in their class.

**The early years provision****requires improvement**

- Children start in Reception class with overall skills that are slightly below those typical for their age, particularly in communication and language. They are helped to make the progress expected of them, and by the end of Reception in 2014 the proportion who met the early learning goals in the prime areas of learning, literacy and mathematics was slightly below national averages.
- Leadership and management require improvement. For instance, effective action has not yet been taken to improve outdoor provision. This is not being fully utilised and the current environment is not stimulating and conducive to good learning. Few resources are available to creatively stimulate pupils' writing or their use of number. Children do, however, get regular activities to develop their physical skills, for example through negotiating the obstacle course and sand and water play.
- Teaching benefits children by providing activities which cover different areas of learning. These are mostly well matched to their interests and levels of ability. Teachers provide an appropriate mix of activities taught directly by adults and organised by the children themselves. As a result, children's communication, language and personal skills are developing well. For example, they talked very confidently to their peers and to inspectors about the 'show' they were organising, their Christmas artwork, and how they would use items in their bags to help them overcome dangers on an adventure.
- Staff monitor individual progress closely on a daily basis. They use this information effectively to plan the activities that individual children need to work at to extend their skills further.
- The assessments that teachers make are secure. The early years leader makes sure that these are checked by colleagues from the local authority.
- Effective procedures ensure that children's transition from home or pre-school settings is smooth. As a result they settle in rapidly and behave well. Staff use visits to all children in their home or pre-school setting to help them gather a clear view on the skills they have gained. They use this effectively to plan their learning.
- Children who are disabled or have special educational needs and those who speak English as an additional language are identified early and receive the extra help they need. As a result they settle quickly, gain in confidence, feel safe and secure, and participate in everything their friends enjoy.
- The early years leader and staff have good relationships with parents. Regular workshops and activities for parents encourage them to engage in their children's learning both at home and in school. For example, the 'BRICS' activity involves parents leading a variety of activities at school once a month, supported by school staff.
- Children work together very well and enjoy school. They learn in a happy and safe environment and conduct themselves safely.



## 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>	102314
<b>Local authority</b>	Havering
<b>Inspection number</b>	444331

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>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	210
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Jane Knight
<b>Headteacher</b>	Jon Bishop
<b>Date of previous school inspection</b>	21 January 2010
<b>Telephone number</b>	01708 555025
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