

# Bricknell Primary School

Bricknell Avenue, Hull, HU5 4ET

**Inspection dates** 28–29 April 2015

<b>Overall effectiveness</b>	Previous inspection:	Not previously inspected as an academy
	This inspection:	<b>Outstanding</b> <b>1</b>
Leadership and management	Outstanding	1
Behaviour and safety of pupils	Outstanding	1
Quality of teaching	Outstanding	1
Achievement of pupils	Outstanding	1
Early years provision	Outstanding	1

## Summary of key findings for parents and pupils

### This is an outstanding school.

- Outstanding leadership from the headteacher and a team of highly committed leaders and staff ensure that there is a relentless focus on driving up pupil performance. As a result, all groups of pupils make at least good progress and many make excellent progress.
- By the time pupils leave in Year 6, standards in reading, writing and mathematics are well above the national average and have been for five years.
- Teaching is at least good and often outstanding. Lessons are often exciting and work set in lessons is just at the right level for pupils of all abilities.
- Pupils contribute significantly to the successes of the school through their outstanding behaviour and readiness to learn.
- The excellent relationships between teachers and their pupils ensure lessons are purposeful and enjoyable.
- Skilled teaching assistants provide excellent support in classes and small groups.
- Although closing rapidly and securely, some gaps remain in the attainment of disadvantaged pupils and other pupils in the school and nationally.
- Provision in the early years is extremely effective and children get an excellent start to school. Inside and outside areas provide a rich variety of exciting learning activities so all children thrive and achieve extremely well.
- There is a very strong focus on checking on how well different groups of pupils are learning, so that any who are starting to fall behind can be immediately helped to make faster progress.
- Pupils love their school, which helps to explain why attendance is well above average.
- The increasingly knowledgeable and well-informed governing body provides challenge and support to the staff team to make sure that the school continues to improve.
- Parents are overwhelmingly supportive and comment positively on the school's many strong features.
- Pupils feel very safe in school because of the school's rigorous approach to keeping them safe.

## Information about this inspection

- The inspectors observed lessons in all year groups. One of these observations was carried out with the headteacher and one with the deputy headteacher.
- Inspectors also held meetings with a group of governors, including the Chair and vice-Chair of the Governing Body, staff and pupils; and they talked also to a representative of the local authority.
- Inspectors listened to a small number of pupils read in Years 1, 2 and 6 and observed pupils' conduct at playtime, lunchtime and in assembly.
- Inspectors scrutinised a range of pupils' work from across the school, focusing especially on Years 2 and 6. Inspectors studied a variety of documents including: the school's view of how well it is doing; plans for the school's future development; outcomes of leaders' monitoring of teaching and learning; safeguarding policies and records; and the school's analysis of data on pupils' progress, including future projections based on the school's tracking information. Inspectors also considered attendance information.
- Inspectors also took account of the 128 responses to Ofsted's online questionnaire (Parent View). An inspector also spoke with some parents at the start of both days they were in school. Inspectors also looked at a small number of questionnaires completed by members of staff.

## Inspection team

Derek Pattinson, Lead inspector	Additional Inspector
Janet Lomas	Additional Inspector
David Matthews	Additional Inspector
Jennie Firth	Additional Inspector

## Full report

### Information about this school

- The school chose to convert to academy status in October 2013 as part of a group of eleven local schools (the ICA School's Partnership, of which the headteacher of Bricknell Primary is the Chair). When its predecessor school was last inspected by Ofsted, it was judged to be good.
- The school is a strategic partner in the recently formed 'Tidal Teaching School Alliance' and is the strategic lead school for curriculum and professional development.
- The school is the largest primary school in the city and much larger than the average-sized primary school.
- Most pupils are from a White British background and speak English as their first language.
- The proportion of disabled pupils and those who have special educational needs is below the national average.
- The proportion of disadvantaged pupils who are eligible for the pupil premium is below the national average. The pupil premium is funding to support those pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of pupils who speak English as an additional language is below the national average.
- Children in the Reception class attend full time.
- The school meets the government's current floor standard, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- There have been some recent staff changes and the senior leadership team has been extended.

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

- Ensure that the remaining gaps in performance between disadvantaged pupils and other pupils in the school, and pupils nationally, continue to close rapidly and securely.

## Inspection judgements

### The leadership and management are outstanding

- Leadership is outstanding because leaders work exceptionally hard and successfully to drive school improvement. As a result, attainment is high, the progress of most pupils is accelerating and gaps in performance among different groups are rapidly closing. Furthermore, the climate for learning is exceptionally strong with excellent relationships and very well-behaved pupils providing further evidence of high quality leadership and management. The leadership team has also been extended and strengthened, which has led to significant improvement; for example, in the now outstanding early years and in the quality of provision and the progress of pupils with special educational needs. Governance of the school is effective.
- The experienced headteacher, ably supported by his deputy headteacher, other staff and the governing body, provides a highly effective steer for the school's work. New staff have been seamlessly incorporated into the school's systems and approaches, and teamwork is now very strong. Indeed, the whole school community shares the leaders' commitment and the drive to raise standards even further and to speed up progress. This view is shared by parents who left their views on Parent View, over 90% of whom unreservedly recommend the school to others, and by pupils who gave the school, in their own words '10 out of 10'.
- The ICA Partnership, chaired by the school's headteacher, is proving beneficial in helping to provide effective school to school challenge and support, curriculum and staff development. It is therefore making an increasing contribution to the school's drive to secure the highest possible standards. The school works closely too with the local authority. A recent school review, requested by the headteacher and led by the local authority, helped to reinforce the school's drive for continued improvement.
- The school's comprehensive improvement plan clearly highlights the right priorities and is strongly focused on improving teaching and raising standards further. Tracking progress towards the achievement of agreed priorities is extremely rigorous and regular. The plan makes very clear how and when priorities will be measured throughout the year and involves all staff and the governing body, and there is clear evidence of improvement where priorities have been targeted. As a result, all staff are held to account for the progress pupils make.
- Leadership at all levels is very strong. Phase leaders, who have responsibility for different year groups of children, and subject leaders know exactly where strengths and areas for development lie and work successfully together to help pupils realise their potential. Other staff with key roles play their part to the full in helping to ensure that most pupils make outstanding progress.
- The leadership of teaching is very strong and provides excellent support for staff who are at different stages of development professionally. Most teachers and support staff say they are very well supported to improve their skills and knowledge. The systems for checking the performance of teachers are extremely rigorous. Pay progression is very closely linked to pupils' achievement, improvement priorities and the national standards for teachers.
- The pupil premium funding is used very effectively to help disadvantaged pupils learn at a faster rate, such as through small group teaching and individual support. As a result, they progress as well and sometimes better than other pupils in school. Leaders, including governors, check carefully to ensure the funding is having a positive impact.
- Leaders and all staff work hard to ensure all pupils, irrespective of their background or ethnicity, are treated equally. The large amount of different kinds of support which takes place to address pupils' diverse needs, including the provision of additional support to boost the performance of the most able pupils, provides evidence of the school's successful emphasis on the promotion of equality of opportunity.
- The rich and exciting curriculum is very well supported by a wide range of visits and visitors. These bring learning to life and help pupils develop values of respect so that they are well prepared for life in modern Britain. Indeed, the promotion of British values is given strong emphasis both in planning and practice. Pupils appreciate the excellent range of clubs and opportunities to develop musical and sporting skills. The curriculum makes a strong contribution to spiritual, moral, social and cultural development, which is at the heart of the school's work.
- The school's arrangements for safeguarding pupils are extremely rigorous and meet statutory requirements.
- The primary school sports funding is used effectively to improve staff expertise, extend the range of clubs for pupils, develop their physical skills and build a competitive element into sport for them. Funding is very carefully monitored, with evidence of impact rigorously evaluated.

### ■ The governance of the school:

- The members of the governing body have a wide range of skills which help them to carry out their responsibilities effectively.
- Governors know what the school's strengths are and where it still needs to improve. For example, the governing body has a good understanding about data on the school's performance. It knows that there are still small gaps in the performance of disadvantaged pupils compared to other pupils nationally which still need to be closed.
- Governors have a very good understanding of their collective responsibility to hold leaders to account for pupils' achievement and the quality of teaching across the school, and are successfully challenging leaders to drive forward improvement. They regularly undertake learning walks and meet with key staff to check, for example, on how rapidly school priorities are being met.
- Governors effectively check the school's monitoring systems for safeguarding and school improvement and ensure that the school's performance management of teachers is rigorous, with a sharp focus on improving pupils' achievement. For example, the Curriculum and Standards Committee regularly check on pupils' progress and performance, ensuring teachers only receive financial reward if pupils meet their achievement targets.
- The governing body has a firm grasp of the school's finances. It constantly seeks value for money by carefully evaluating the impact of introduced initiatives.

## The behaviour and safety of pupils

## are outstanding

### Behaviour

- The behaviour of pupils is outstanding. It is underpinned by excellent relationships at all levels. This is confirmed by the school records, observations and discussions with pupils. For example, one pupil stated 'Everyone is really pleasant and there is always someone there for you'.
- Pupils are very proud of their school, feel extremely safe and are very keen to learn. One pupil commented that 'this school gives you a good education' while another insisted that 'work was almost always at the right level to help you improve'.
- Behaviour around the school in the dining hall and in the playground is very good. Pupils are polite and courteous to adults and each other. They readily engage in conversation with adults and each other. Almost all pupils walk along corridors and up and down stairs sensibly and in an orderly manner, many chatting happily together. Pupils are very aware of the high expectations of their behaviour the school demands and they appreciate the high levels of supervision in the playground. They like the system of rewards to spur them on, try hard and do their best and believe them to be fair.
- Pupils, including those with special educational needs and the small number who are new to learning English, show excellent concentration and perseverance when in the classroom, even on the very rare occasions when they are not especially inspired with their learning. However, when they are inspired, such as, when Year 2 pupils in a mathematics lesson were engaged in a practical activity to help them understand the 'equals' sign', they demonstrate much excitement and a real love of learning.
- Pupils thoroughly enjoy coming to school, one pupil commented that 'pupils put a lot of effort into making learning fun'. This helps to explain why attendance is well above average.
- Pupils relish the responsibilities they are given and carry them out extremely conscientiously. For example, the school council has devised three simple rules which underpin the very good behaviour across the school, organised stalls for the Spring Fair and have made suggestions, which have been carried out, to improve the toilets.
- A very small number of pupils with identified emotional or behavioural issues are very well managed and supported.

### Safety

- The school's work to keep pupils safe and secure is outstanding.
- Pupils understand that there are different types of bullying. They trust the adults in school and say that they feel safe 'because the adults care for us and keep us safe'. One pupil commented accurately that 'bullying in this school is very rare and when it happens it is always dealt with'. A very small number of racist incidents have been tackled decisively. Behaviour and racist logs confirm this picture.
- The school's large site is very secure because there are very strong systems to ensure that pupils stay safe. Pupils comment positively about the locked doors and signing in procedure for school visitors.
- During the inspection, pupils who spoke to the inspectors explained how the school helps to keep them

safe in different situations including how to stay safe on the internet.

### The quality of teaching

is outstanding

- During the inspection, pupils described how much they enjoy their learning. One pupil said 'teachers make our learning fun – that's why I enjoy coming to this school so much!' Most teachers and support staff at Bricknell make learning and classrooms exciting. Examples of excellence are evident from observed teaching, analysing data and reviewing pupils' books, and these support pupils' comments. High quality skills are increasingly shared within school and gained from other schools within the ICA Partnership. As a result, pupils are making rapid progress in reading, writing, mathematics and a range of other subjects taught including science, geography and history.
- The teaching of mathematics is very good. Increasing numbers of pupils reach the higher National Curriculum levels in Year 6 because of leaders' emphasis on reasoning and solving problems. Lessons are very carefully planned. Assessment information is used effectively and activities are at just the right level for different groups of pupils.
- The teaching of reading is a particular strength. Phonics (letters and sounds) are increasingly taught in a systematic and effective way. Guided reading is carefully planned across the school with an emphasis on developing pupils' comprehension skills and their love of reading. Pupils have many opportunities to read books which interest them and which are at the right level. As a result, they make excellent progress in learning to read fluently for information and enjoyment as they move through the school.
- The teaching of writing is effective because teachers have very secure knowledge of what makes a good piece of writing. They demonstrate how to write effectively so that pupils have excellent examples as models. As a result, writing is often of very high quality. For example, more able Year 2 pupils can identify main points of a narrative, learn how language is used to create effects and begin to make inferences on the basis of what is being said and done. Pupils in all years write for different purposes, which is contributing to the well above average achievement in this subject. Marking in literacy is particularly effective and teachers' written comments in books help pupils to improve because they pose questions and give helpful suggestions for improvement.
- Resources are very carefully chosen to support and extend learning. This helps to motivate pupils and increase their commitment to learning, such as, when Year 6 pupils use 360 degree protractors to draw and interpret pie charts.
- Teachers demonstrate very secure subject knowledge to help their pupils learn and they lead sessions very confidently. Pupils are clear about what they are going to learn so that they know what is required as each lesson progresses. Teachers often use probing questions very effectively to help extend pupils' understanding. They give pupils lots of encouragement and praise to help boost their confidence and increase motivation.
- Teaching assistants make a very important contribution to the quality of teaching. This is because they are highly skilled and teachers plan carefully so that they are well used to support and challenge different groups of pupils. For example, during a Year 3 English lesson, in which pupils were drafting the middle segment of a story, the teaching assistant was highly effective in prompting and encouraging a group of less able pupils to enable them to complete their writing.
- The school successfully encourages pupils to use and apply their English and mathematics skills in other subjects, especially through work on topics, and this further deepens pupils' learning. For instance, pupils in Year 2 describe historical events, write about electrical circuits and the Great Fire of London and make notes about different types of plants.

### The achievement of pupils

is outstanding

- Pupils achieve very well and most make excellent progress from their individual starting points. Attainment at the end of Key Stage 1 and Key Stage 2 is well above average in mathematics, reading and writing, and this has been the case for most of the previous five years. Proportions of pupils making better than expected progress in all year groups are high. As a result, pupils leave the school very well prepared for moving into secondary school.
- Inspectors' review of work in books, visits to classrooms and school assessment information point to a pattern of rising attainment across all key stages and among all groups. For example, the most able pupils in Year 6 performed exceptionally well in the national test in mathematics in 2014 with over half of the large group achieving the higher level 5 and almost double the national percentage of pupils achieving the high level 6. More pupils than nationally achieved the higher levels in reading and writing too. Predicted

outcomes for the current Year 6 from the school's rigorous tracking indicate that attainment is already higher than the school's national test results for 2014. All pupils across the school are now making excellent progress, including the most able, and especially in Years 2 and 6, because work is matched carefully to their precise needs.

- The most able pupils make rapid progress in reading, writing, mathematics and a range of other subjects because they, like other groups, receive stimulating teaching based on a rich and exciting curriculum.
- Children enter the school in the early years with skills and understanding that are mostly broadly typical in most aspects of learning, although some children are below what is typical. However, because of good and often outstanding teaching all pupils make progress at a fast rate through their Reception year. As a result, they are very well prepared to move into Year 1.
- Results in reading, writing and mathematics were above national levels at the end of Key Stage 1 in 2014 and similar to the picture for recent years. Despite changes in staffing in Year 1 since then, predicted outcomes show this picture is likely to be repeated this year.
- Results in reading are above average in Key Stage 1 and well above average in Key Stage 2. Initiatives to improve pupils' ability to link letters to the sounds they make (phonics) in Year 1 have already had considerable impact in a very short time in helping pupils to learn to read, although outcomes are not yet at the highest level. However, this provides further evidence of the very strong 'push' to secure the highest possible standards by school leaders. As a result, pupils make excellent progress in learning to read fluently for information and enjoyment as they move through the school.
- The school uses the extra money received through the pupil premium very effectively. It provides consistently strong teaching and a wide range of well-planned support. Nevertheless, in 2014 test results showed that disadvantaged pupils were around three terms behind other pupils in school in mathematics, reading and writing. When compared to non-disadvantaged pupils nationally, disadvantaged pupils were around two terms behind in mathematics, reading and writing. Inspection evidence and school data show that across the school, gaps are closing rapidly. This is another example of the rigour by which priorities for development are tackled by leaders. In 2014, disadvantaged pupils made good progress from their starting points in relation to other pupils nationally.
- Disabled pupils and those who have special educational needs receive high quality support. From their starting points, pupils are now making more rapid progress in mathematics, reading and writing than other pupils who are in school. This is a reflection of the high quality leadership of this area, the support of well-trained staff, the successful targeting of pupils who need help and the strong processes in place for working with parents and others.
- Pupils' achievement in other subjects is strong. For example, science work shows that pupils increasingly develop their scientific knowledge through investigation and carrying out scientific experiments such as those relating to different materials.

### The early years provision

### is outstanding

- Learning in the early years at Bricknell is exciting. This is because everything in the classrooms and in the outdoor areas is bright, inviting and at just right to encourage learning for young children. It is carefully planned to encourage exploration and learning in all areas both inside and outside, through the organisation of stimulating and enriching activities and high quality talk. As a result, reception classes are extremely successful in laying down secure foundations for future learning.
- Pupils make increasingly rapid progress from broadly typical or a little below broadly typical starting points. As a result of improved provision and high quality leadership, current outcomes in all areas of learning are higher than at the same stage last year. Children are on track to exceed what is regarded nationally as a good level of development. As a result, they are very well prepared to start Year 1.
- Excellent induction arrangements ensure that all children settle quickly into well-established routines. Parents are exceptionally supportive of their children's work and provision in the early years. Staff ensure communication with them is regular and informative, and there are regular opportunities for them to visit to support their children's learning.
- The curriculum enthuses children with a love of learning. For example, a classroom building site encourages children to use construction materials, beans sprouting in jars help to develop observational and recording skills, and a 'finger gym' encourages them to sort miniature bears by size. Children's work is celebrated, such as, in the art gallery.
- Behaviour throughout the early years is of a very high standard. This is because routines are very well established and expectations from all adults are clear and consistent. During the inspection, children settled very quickly with few, and sometimes no, adult reminders.

- Teaching across the early years is always at least good and often outstanding. As a result, children quickly become absorbed in their learning. Sometimes they do this on their own and at other times work in small groups guided skilfully by adults.
- Staff are imaginative in providing opportunities for children to develop their language and writing skills in a range of formal and informal activities. Children practise linking letters to the sounds they make and write simple sentences sometimes using 'speech bubbles'.
- Children get such an excellent start to their schooling because leadership and teamwork in the early years is exemplary. Relationships between adults and children are warm and friendly and high levels of care are evident. As a result, children are happy, feel safe, behave well and are very keen to learn. They develop social skills very well by sharing equipment, listening to one another and discussing their ideas.
- All staff contribute to regular observations and checks on children's learning and these accurate assessments are used to extend children's experiences. This contributes significantly to the children's accelerating progress because activities are carefully matched to children's individual needs.

## 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>	140235
<b>Local authority</b>	Kingston upon Hull City of
<b>Inspection number</b>	450376

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>	Academy converter
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	634
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Michele Colthup
<b>Headteacher</b>	Tim Attwater
<b>Date of previous school inspection</b>	Not previously inspected as an academy
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