

Brandling Primary School

Mulberry Street, Felling, Gateshead NE10 0JB

Inspection dates	24–25 May 2016
Overall effectiveness	Outstanding
Effectiveness of leadership and management	Outstanding
Quality of teaching, learning and assessment	Outstanding
Personal development, behaviour and welfare	Outstanding
Outcomes for pupils	Outstanding
Early years provision	Outstanding
Overall effectiveness at previous inspection	Good

Summary of key findings for parents and pupils

This is an outstanding school

- The inspirational leadership of the headteacher has led to a culture of high expectations, where pupils learn exceptionally well.
- Leaders provide excellent role models for other staff and are passionate about ensuring all children do their best.
- Pupils make outstanding progress from their starting points. In 2015, pupils made excellent progress across key stage 2 to reach standards which are above average in reading and writing. Achievement in mathematics has improved rapidly and pupils make substantial and sustained progress across the school.
- Disadvantaged pupils make as much progress as others in school and their attainment exceeded that of their classmates and all pupils nationally in 2015, particularly in reading and writing.
- Children in the early years get off to a flying start and, by the end of Reception, are very well prepared for Year 1. A higher proportion of children are on track to exceed expectations this year.
- The quality of teaching, learning and assessment is outstanding. Teachers communicate high expectations and pupils are keen to respond. Pupils thoroughly enjoy reading a wide range of texts and read with fluency and expression.
- Pupils' work is of a very high standard. There are many opportunities for pupils to write at length across all subjects. The quality of work they produce in other subjects is of a similar high standard to that in English and is always exceptionally neat and well presented.
- Pupils' behaviour in lessons and around the school is impressive. They are exceptionally polite and well mannered. Attitudes to learning are exemplary.
- Pupils look after one another very well and those new to the school praise the warm welcome and support they received. Pupils have a highly developed understanding of fairness and tolerance towards those from backgrounds and faiths different from their own. They are well prepared for life in modern Britain.
- The governing body challenges leaders rigorously about the school's performance. They visit regularly to see how well pupils are learning and ask pertinent questions of leaders to make sure the school continues to improve.
- The curriculum promotes pupils' spiritual, moral, social and cultural development extremely well. Pupils are developing a love of learning, including in art and sport.

Full report

What does the school need to do to improve further?

- Improve the quality of teaching, learning and assessment further, by:
 - ensuring that all adults ask more probing questions to challenge pupils to think more deeply
 - making sure that pupils, when needed, have access to practical equipment in mathematics to enable them to understand concepts more easily.

Inspection judgements

Effectiveness of leadership and management is outstanding

- The headteacher is passionate about ensuring all pupils receive an outstanding education. Her vision is shared by other leaders, staff, parents, pupils and governors. This is a highly inclusive school where all pupils are valued and encouraged to achieve the very best they can, whatever their background or ability.
- Leaders at all levels work very closely as a team and are committed to making continuous improvements. Together they inspire staff and pupils to succeed. They have improved the quality of teaching and the impact of this can be seen in the rapidly improved outcomes for pupils. Staff morale is high, as shown by the responses to staff questionnaires.
- Leaders ensure that pupils' progress is tracked rigorously and any potential underperformance is addressed swiftly. Regular meetings to discuss pupils' progress ensure that the needs of every child are considered and catered for. This leads to rapid progress for all individuals and groups of pupils.
- The management of performance is implemented extremely well to ensure all staff fulfil their aims and potential. Staff targets are closely linked to the teachers' standards and the school improvement plan. Teachers know they must reach their targets before progressing up the pay scale. Staff, including teaching assistants and apprentices, receive high-quality training to enhance their skills.
- Equal opportunities are very effectively promoted for all pupils and all are included in whatever the school has to offer. Leaders ensure that all pupils have an equal opportunity to succeed and, as a result, all groups of pupils make similarly outstanding progress.
- The curriculum provides exciting and interesting opportunities for pupils to learn and practise their skills across different subjects. Pupils thoroughly enjoy their topic work, such as learning about Ancient Egypt or the Mayans, and relish opportunities to learn about other parts of the world such as Africa or Australia. They are learning to speak French with confidence. Pupils learn about a range of different artists and produce their own work, of high quality, in the same style. They benefit greatly from many trips and visits, for example to Bede's World in Jarrow to learn about Anglo Saxons or residential visits to engage in outdoor activities. Outdoor learning through the 'forest schools' project is very effective in engaging pupils in a wide range of exciting activities. Pupils also enjoy participating in a range of extra-curricular activities such as football, cookery and choir.
- Pupils' spiritual, moral, social and cultural development is promoted extremely well, particularly through lessons in religious education and personal, social, health and citizenship education. Pupils learn about democracy through visits from the Parliamentary Education Service and participate in elections in school for a range of responsibilities. They have a good understanding of right and wrong and the rule of law and show great respect and tolerance towards others. They were able to talk knowledgeably about different religions, such as Judaism, Hinduism and Christianity, and of their visits to a Hindu temple and the local church. Consequently, they are well prepared for life in modern Britain.
- The pupil premium funding is used very effectively to deploy teachers and teaching assistants to support pupils' learning and give each pupil individual attention to develop their skills. As a result, gaps are rapidly closing and by the end of Year 6 in 2015, these targeted pupils exceeded the achievement of their peers.
- The funding to increase pupils' participation in sports and physical activity is used very well. A large proportion of pupils engage in a range of different sporting activities such as judo, basketball and dance. The funding is used to enhance adults' skills in teaching physical education (PE) and to enable pupils to take part in a range of festivals and tournaments with local schools. This does much to promote pupils' healthy lifestyles.
- The local authority provides light touch support to the school. The school improvement partner visits on a regular basis to provide challenge and support. Governors value her input in terms of providing information and reports on the work of the school, as well as training, if required. The impact of the work of the local authority can be seen in the rapidly improving quality of teaching and outcomes for pupils.
- Too few parents responded to the Ofsted online questionnaire (Parent View) to generate a report. However, the school's own questionnaire shows that parents have very positive views of the school and would recommend it to others. During the inspection, parents said they were highly delighted with the school and that their children were happy, settled and very keen to attend.
- **The governance of the school**
 - Governors share the same high expectations as leaders. Governors are very knowledgeable about the work of the school and use their expertise well to hold leaders to account.

- Their visits to the school, and the detailed and comprehensive information they receive from the headteacher, enable governors to challenge leaders about different aspects of their work. They are passionate about ensuring every child succeeds.
- The governing body ensures that funding is used appropriately to enhance pupils' education. They take their statutory duties very seriously.
- The arrangements for safeguarding are effective. The procedures in place to keep pupils safe are rigorous. The school has excellent partnerships with parents, carers and external agencies. Safeguarding training for staff and governors is up to date, including training to ensure that staff employed by the school are suitable to work with children. All appropriate checks are carried out. All staff are very vigilant in their approach to pupils' welfare.

Quality of teaching, learning and assessment is outstanding

- Pupils' books and the school's assessment information show that teaching over time is outstanding. The headteacher and all staff have high expectations of the quality of pupils' work and pupils aspire to do their best to achieve. All teachers and teaching assistants have been trained to a high level and implement strategies in a consistent manner to ensure there is smooth progression in learning for pupils.
- Assessment is a strength and is used carefully and accurately to identify any gaps in pupils' learning. These gaps are addressed very promptly and, as a result, pupils quickly catch up and continue to make rapid progress. Marking and feedback are highly effective in moving pupils on in their learning.
- Pupils relish the chances to participate in a range of interesting and challenging activities and value the opportunities they have to practise their basic skills in other subjects. For example, pupils used their mathematical skills well when measuring their pulse rates in science lessons or when producing pie charts or bar graphs in their topic work. The teaching of phonics (letters and the sounds that they make) is a strength and pupils are able to apply their skills very effectively when reading or completing their writing.
- Teachers make regular checks on pupils' understanding during lessons. They often show pupils' work on the interactive whiteboard screen using visualisers. This encourages pupils to offer advice to one another on how they could improve their work or address any misconceptions. Pupils learn well from their mistakes. On a few occasions, some pupils do not have the practical apparatus they need to help them understand concepts in mathematics.
- Skilled teaching assistants are well briefed and make a substantial contribution to pupils' progress. They know pupils well, and are sensitive to their needs. They provide good support while encouraging pupils' independence in learning. This is particularly the case for pupils with special educational needs or disability, including those in the Additionally Resourced Mainstream School (ARMS), who also make rapid progress.
- The most able pupils relish opportunities to complete challenging work and they develop a deeper understanding of subjects, particularly in mathematics. They are able to articulate their understanding well, for example when using inference and deduction in the texts they are reading.
- Staff question pupils effectively and ensure pupils understand the difference between 'open', 'closed' and 'leading' questions. However, a few staff do not always ask more probing questions to ensure that pupils think even more deeply.
- Pupils enjoy their homework and understand how it supplements their learning in lessons and reinforces their understanding. They enjoy homework because it engages them in further enquiry about the topics they are learning. As one pupil stated, 'Homework – bring it on!'

Personal development, behaviour and welfare is outstanding

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils of all ages develop a very clear understanding of how to be successful learners. In each classroom there are statements produced by pupils, such as 'Believe in yourself', 'Never give up', or 'This work may take some more time and effort'. The way they cooperate is exemplary, assisting one another with their learning.
- The school works highly effectively with a range of other agencies to ensure that all pupils are safe and well cared for. Pupils say they feel extremely safe in school. When asked what they like most about

school, they state that the staff are extremely kind and care about them very much.

- Pupils have a very good understanding of how to keep themselves safe, for example when using computers or social media. They learn about what to do if the fire alarm goes off, how to stay safe on the roads and make sure they understand the risks associated with talking to strangers.
- Incidents of bullying or racist incidents are rare and are dealt with promptly. Pupils know that the use of derogatory language is not acceptable. Pupils in Year 5 are currently training to become 'peer mentors' so that they can help, should there be any cases of bullying.
- Pupils relish their roles of responsibility, particularly as 'buddies'. New arrivals from different countries are warmly welcomed and pupils say they are looked after very well and helped to settle in.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils are extremely thoughtful and caring towards each other and relationships are strong between adults and pupils, often with a shared sense of humour. Pupils know how to manage their own behaviour very well and are quick to point out how their friends should behave.
- Pupils have extremely positive attitudes to learning and are able to concentrate and persevere. They are mature and sensible and take great pride in their work. The work in their books is extremely neat and well presented.
- Strong teamwork and pupils' ability to cooperate well with one another play a very strong part in promoting their excellent academic achievement and personal development.
- Attendance has risen notably over time and is now at least broadly average. This is because leaders and staff relentlessly follow up any absences to make sure pupils are safe.
- Pupils thoroughly enjoy attending the breakfast club where they eat a healthy meal and engage with their friends in a range of activities that are interesting and enjoyable.

Outcomes for pupils

are outstanding

- The headteacher has ensured that all pupils are supported and challenged to make the progress they should. She has implemented accurate and highly effective assessment systems which are used carefully by all staff to identify any gaps in pupils' understanding. These gaps in learning are successfully addressed so that all groups of pupils make rapid progress from their starting points. Cohorts of pupils are small so each child represents a high percentage in nationally published performance information.
- Almost all pupils reached the required level in the Year 1 phonics check in 2015 as the teaching of phonics is a significant strength. By the end of Year 2, every pupil had achieved the required level.
- Attainment has improved notably over time in key stage 1 in reading, writing and mathematics. In 2015, results were slightly above the national average.
- Pupils make outstanding progress across key stage 2, particularly in reading, writing, spelling, punctuation and grammar, to reach standards which are above average.
- The most able pupils are provided with tasks which fully challenge them to achieve the levels of which they are capable. As a result, in 2015, a higher than average proportion of pupils attained Level 3 in key stage 1 in all subjects and Level 5 in key stage 2 in reading and writing. A small proportion achieved Level 6 in writing.
- Achievement in mathematics has improved rapidly this year as pupils are developing a deeper understanding of the concepts. Pupils have an excellent understanding of basic skills and know their times tables well. They are able to apply their skills to solve mathematical problems very effectively.
- Pupils read fluently, with expression and full understanding. Pupils talk enthusiastically about their favourite authors and they read widely at school and at home. Older pupils enjoy visiting the local library for 'Chatterbooks' sessions where they read a particular book and discuss it with their peers.
- Pupils' writing is of an exceptionally high quality, whatever their ability. Their work is beautifully written, using a range of features and exciting vocabulary. They have an excellent understanding of grammar, punctuation and spelling and their work is accurate. There are similarly high expectations of their work in other subjects as there are in their work in English.
- Disadvantaged pupils make similar excellent progress to their peers and, in 2015, their attainment exceeded that of their classmates. This is because funding is targeted effectively to provide additional support to meet their needs.

- Pupils who enter the school with very little or no English settle in quickly and are supported very well. It is not long before they start to make rapid progress as they develop their understanding of English and are able to access learning more easily.
- Pupils with special educational needs or disability also make equally strong progress. They are able to learn successfully because their needs are accurately assessed and support is sharply focused on addressing any misconceptions.
- The pupils in the Additionally Resourced Mainstream School (ARMS) are fully included in all the school has to offer. They receive the help they need from staff, and other specialists and agencies, to overcome any barriers to their learning. As a result, they make rapid progress and many return to their mainstream school with the confidence and ability to succeed in their learning.

Early years provision

is outstanding

- The outstanding quality of teaching and the curriculum in the early years enables children to make excellent progress from their starting points which are below, and sometimes well below, those expected for children of their age. By the time pupils leave Reception, they are very well prepared for Year 1. This year a higher proportion of children are on track to exceed the expectations for their age than in 2015.
- Staff plan activities and experiences which capture children's imagination and are challenging for children of all abilities. For example, the children were highly excited when they went on a hunt to find 'The Enormous Crocodile'. They read some clues on the interactive whiteboard in the classroom and then followed further clues in the outdoor area, reading with confidence. They completed their writing to a high standard and then went to visit their friends in Year 2 to let them know it was now safe to visit the early years classroom as the crocodile had been 'captured'.
- Nursery children rapidly learn about initial phonics sounds. Children in Reception apply their phonics knowledge and skills very well in their reading and writing. Staff give strong attention to ensuring children learn to spell words correctly from the start and this lays very good foundations for future learning. Children are taught a secure pencil grip and they form their letters and numbers correctly. Children rapidly develop their skills in number and staff have successfully overcome previous weaknesses in the teaching of shape, space and measures.
- Children relish opportunities to cooperate and learn from each other. They know how to be successful learners from an early stage. This does much to promote their confidence and self-esteem. They behave extremely well and participate fully in the activities provided for them.
- The leadership of the early years is strong and this has led to year-on-year improvements in the outcomes for children. Children move on quickly in their learning because assessment information is used very well to identify appropriate 'next steps'. Additional funding is used well to narrow the gaps for disadvantaged children so that they make the same progress as their classmates.
- The welfare requirements in the early years are met. Staff carry out daily risk assessments indoors and outdoors to ensure children are safe. They always make sure that children are handed over safely to an appropriate adult at the end of sessions.
- Staff work closely with parents, who are very positive about their child's induction into the setting. They say staff are very welcoming and supportive, enabling their child to settle in well.

School details

Unique reference number	108359
Local authority	Gateshead
Inspection number	10003636

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	148
Appropriate authority	The governing body
Chair	Edwin Bartley
Headteacher	Kirsty Carr
Telephone number	0191 433 4079
Website	www.brandlingprimaryschool.org.uk
Email address	brandling@gateshead.gov.uk
Date of previous inspection	24–25 May 2011

Information about this school

- This school is much smaller than the average-sized primary school.
- The majority of pupils are of White British heritage although approximately one fifth of pupils are from a minority ethnic background with a proportion of these who speak English as an additional language.
- The proportion of pupils who have special educational needs or disability receiving support is above the national average, with a few pupils with an education, health and care plan or statement of special educational needs.
- The proportion of disadvantaged pupils for whom the pupil premium provides support is well above average. Pupil premium funding is provided to support pupils who are known to be eligible for free school meals and those who are looked after by the local authority.
- Children in the Nursery attend part-time and those in the Reception class attend full-time.
- The school meets the government's floor standards, which are the minimum expectations for pupils' attainment and progress in reading, writing and mathematics by the end of Year 6.
- The school website meets requirements.
- The school hosts an Additionally Resourced Mainstream School (ARMS) provision for key stage 1 and key stage 2 pupils from across the local authority who have speech, language and communication difficulties.
- The school runs a breakfast club which is managed by the governing body.

Information about this inspection

- The inspectors observed the quality of teaching in all classes, some jointly with the headteacher. The inspectors also made short visits to classrooms to evaluate the quality of the curriculum.
- The inspectors reviewed the work in pupils' books, heard some pupils read and observed pupils' behaviour in lessons and around the school.
- The inspectors spoke to pupils informally in lessons and met two groups of pupils more formally.
- Discussions were held with the headteacher, other leaders and members of the governing body. The lead inspector held a telephone discussion with a representative of the local authority.
- The inspectors evaluated a range of information including the school improvement plan; the school's own evaluation of its performance; minutes of governing body meetings; reports from the local authority; information on pupils' progress; monitoring records on the quality of teaching, learning and assessment; and information on pupils' attendance and behaviour. The inspectors also looked at documents relating to safeguarding (protecting children and making sure they are safe) and evaluated a wide range of information on the school's website.
- There were too few responses made by parents to the Ofsted online questionnaire (Parent View) to generate a report, so inspectors considered the views expressed by parents in the school's own survey and those of the parents spoken to before school. The views of 14 staff were also taken into account from the staff questionnaires. There were no responses to the questionnaire for pupils in this inspection.

Inspection team

Christine Inkster, lead inspector

Tracy Millard

Her Majesty's Inspector

Ofsted Inspector

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