

# Brady Primary School

Wennington Road, Rainham, Essex RM13 9XA

## Inspection dates

24–25 January 2017

<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	<b>Good</b>
Quality of teaching, learning and assessment	<b>Good</b>
Personal development, behaviour and welfare	<b>Outstanding</b>
Outcomes for pupils	<b>Good</b>
Early years provision	<b>Good</b>
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The school is well led by the headteacher, who is determined to give every pupil the best opportunities for success. The effective senior leadership team shares his ambition and vision for the school.
- The leadership team has steadily brought about improvements in the quality of teaching, learning and assessment. Consequently, pupils are now making good progress in reading, writing and mathematics, and their attainment is rising.
- Middle leadership is now much improved, but is still not fully consistent across subjects.
- Pupils' spiritual, moral, social and cultural education is outstanding. The school's work to promote pupils' personal development and welfare is also outstanding. Pupils are confident and happy. They feel safe and are extremely well cared for.
- Safeguarding procedures are robust and staff are well trained and alert to any risks.
- The school is a warm and welcoming place. Pupils enjoy coming to school and have positive attitudes to their work. Their behaviour is outstanding.
- Teachers and additional adults work together closely to support pupils, including disadvantaged pupils, to make good and sometimes rapid progress.
- Members of the governing body are highly skilled and have a detailed understanding of the school. They hold the school leadership to account and are committed to driving further improvement.
- The leadership of Reception is outstanding. Teaching is strong and as a result increasing numbers of pupils reach national standards by the end of the year. However, children do not learn as well in the outdoor area because they are not offered as wide a range of challenging activities.
- A large majority of parents are happy with the school and would recommend it to others.
- Pupils who have special educational needs and/or disabilities do not make consistently good progress.

## **Full report**

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

- Develop outdoor learning in Reception so that children make good progress at any point in the day.
- Improve the planning between teachers and additional adults to ensure that pupils with special educational needs and/or disabilities make good progress in all subjects.

## Inspection judgements

### Effectiveness of leadership and management

**Good**

- School leaders have secured steady improvement in the school. As a result, teaching and progress are now consistently good.
- The headteacher has high expectations of his staff. He is able to identify leadership potential and ensures that staff are trained appropriately to take on roles that benefit pupils' learning. All staff share his vision and ambition for the school. They support the culture that 'everyone is a leader in their own right'.
- Leaders know their school well. Improvement planning is rigorous and is sharply focused on the right priorities, informed by regular self-evaluation.
- The headteacher has established robust tracking systems which are used effectively to diminish any differences between groups of pupils. He meets regularly with teachers to ensure that pupils make good progress.
- Leaders of mathematics and English have improved the subject knowledge of teachers so that the pupils make good progress in these subjects. They have also promoted whole-school activities to give pupils opportunities to build on and demonstrate the skills they have learned, such as the weekly mathematics challenge.
- Leaders and governors have worked hard to secure good teaching for all pupils. They have eradicated weak teaching through rigorous performance management processes, coupled with effective training and support. They have established a culture where staff constantly want to improve their practice. They provide comprehensive ongoing training and support to meet the development needs of their staff.
- Leadership of English and mathematics has been strengthened as a result of the partnership formed with a local outstanding primary school. Joint planning and moderation of assessments with middle leaders from both schools have contributed to improvements in pupils' achievement in reading, writing and mathematics.
- The school's work to promote pupils' spiritual, moral, social and cultural development is outstanding and can be seen throughout the curriculum. British values are well developed. Pupils told one inspector that they are 'proud to be British citizens'. Pupils demonstrate a strong sense of right and wrong and are tolerant and respectful of religions and cultures which are different from their own, as seen in assemblies and religious education lessons. Pupils have developed a deep understanding of democratic processes through their strong links with the local MP and elections for the school council.
- The curriculum is broad and pupils enjoy learning in a range of subjects both within and beyond the school day. Writing is taught well across a range of subjects, with some strong practice in history, geography and religious education.
- Pupil premium funding has been used effectively to diminish differences between the outcomes of disadvantaged pupils and others. Where differences exist, they are closing rapidly. This reflects the school's commitment to equality of opportunity.
- Sport premium funding has also been used well to provide good-quality teaching in a range of sports. Pupils enjoy physical education and appreciate the increasing range of sports on offer.
- The funding that the school receives for pupils with special educational needs and/or disabilities is not always used effectively.

- Newly qualified teachers feel well supported by leaders in the school to improve their teaching.
- The very large majority of parents who spoke to inspectors or completed Ofsted's online survey, Parent View, were positive about leadership of the school.

### **Governance of the school**

- The governors responded positively to the issues raised in the previous inspection report. They have made changes to the structure of the governing body. Effective support from the local authority has resulted in a well-trained and effective governing body.
- Governors are well led by the chair. They carefully review and challenge all the information that leaders provide. This gives them an accurate picture of how well the school is doing and of the areas for further development.
- Governors visit the school regularly and provide feedback to leaders. They offer support and challenge in equal measure. They make no apologies for having high expectations of teachers or for their rigorous approach to dealing with weak teaching. They support the headteacher in ensuring that performance management is used to set appropriate targets and is linked to pay progression.
- Governors ensure that the school meets all its statutory requirements. They monitor the impact of spending on key groups of pupils within the school and make sure that pupil premium funding is used effectively to improve the achievement of disadvantaged pupils.

### **Safeguarding**

- The arrangements for safeguarding are effective. The leadership team has ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality.
- Staff are well trained in a range of safeguarding issues, including how to identify the risks of extremism and radicalisation. The school's work with a wide range of agencies is very good and helps to ensure that issues are dealt with swiftly.

## **Quality of teaching, learning and assessment**

**Good**

- Teachers have good subject knowledge in reading, writing and mathematics and high expectations of the pupils they teach. Pupils respond well to the challenge that they receive in lessons and, as a result, most are now making at least the expected rates of progress.
- Teachers plan well for the most able pupils and as a result they make good progress. Teachers ensure that most-able pupils are challenged during lessons. In mathematics, for example, pupils are expected to complete extension activities to deepen their understanding. In reading, the most able pupils are guided by their teacher to select more advanced books.
- The teaching of writing across every year group is strong. Pupils are often inspired to write and are confident in applying their skills. This was seen in Year 6, where pupils were eager to improve their writing without seeking help from the teacher.
- The teaching of reading has improved. The teaching of phonics in Reception and in key stage 1 is strong and leads to good and sometimes outstanding progress. Across the school, teachers select challenging texts for their pupils to read both in school and

at home. Additional adults provide strong support during guided reading sessions for identified groups of pupils. As a result differences between the progress of disadvantaged pupils and others are diminishing.

- There is a strong culture of professional development and collaboration among teachers. The more experienced teachers mentor new members of staff to develop their subject knowledge. As a consequence, teaching has improved in the school.
- Teachers question pupils effectively during lessons, for example getting them to explain or extend their responses. For example, in a mathematics lesson, pupils were questioned to test out their reasoning in solving a problem; this elicited detailed reasons which consolidated their understanding and that of their classmates.
- Effective planning by teachers in all year groups has contributed to pupils' good progress in writing, reading and mathematics. This was seen in the guided reading sessions where pupils were developing sophisticated reading skills; and in mathematics where pupils developed a deep understanding of number by applying their learning in a range of situations. In planning their lessons, teachers also choose resources carefully, ensuring that they are interesting to the pupils.
- Teachers consistently check pupils' progress and intervene quickly in most subjects. Pupils respond well to this and consequently make brisk progress.
- Teachers and additional adults plan well together to meet the needs of groups of pupils. The support they provide for disadvantaged pupils often results in rapid progress in reading, writing and mathematics.
- In some classes the work of teachers and other adults in supporting the progress of pupils who have special educational needs and/ or disabilities is enabling them to make rapid progress, but this is not fully consistent across the school.
- Teaching in subjects across the curriculum is not as consistently strong as in reading, writing and mathematics. Although pupils enjoy learning in these subjects they do not make the same steady progress. For example, in a Year 3 music lesson pupils were enthusiastic in their singing but their ability to explain key musical vocabulary was limited.

## Personal development, behaviour and welfare

## Outstanding

### Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding. Staff and pupils understand the importance of taking care of each other at all times. As a consequence, pupils feel very safe in school and appreciate all the actions the school takes to help them. For example, the school 'worry tree' allows them to inform adults about any difficulties they may have in school.
- Pupils feel strongly that they all belong to one community. As one pupil explained to an inspector, they know that 'they must look out for each other'.
- All staff understand the role they play in looking after the welfare of pupils. There are rigorous procedures in place to ensure that pupils are well cared for and all staff follow these consistently. Staff are vigilant and ensure that any concerns they have about pupils' welfare are dealt with swiftly.

- Pupils know about keeping themselves safe, including e-safety, cyber bullying and road safety. They know who to talk to if they are concerned about their safety or well-being. Pupils told an inspector they 'do not have bullies in the school'.
- Pupils are taught how to adopt healthy lifestyles both in lessons and through assemblies. Pupils are benefiting from the emphasis the school places on being active and eating well. Pupils take their health very seriously. For example, the pupils run their own tuckshop selling only healthy snacks.

## Behaviour

- The behaviour of pupils is outstanding.
- Pupils' attitudes to learning are often exceptional. They concentrate well in lessons and are eager to get things right.
- Whether in lessons or walking around the school, pupils' behaviour is exemplary. This is because adults in the school have high expectations of them and reinforce the importance of excellent behaviour at all times.
- Pupils play well together at break and lunchtime. They have a range of resources available to them to encourage positive play. Many pupils enjoy the structured activities provided by the school's sports coach.
- Pupils are proud of their school and are very involved in school life. There is an active school council which helps senior leaders decide how to make the school even better. For example, they have helped develop the school library.
- Leaders, together with the school's attendance officer, have worked hard to ensure that attendance has improved significantly since the previous inspection. This is a reflection of how much pupils enjoy coming to school. Attendance in the school is now above average. The school promotes the importance of good attendance so that no learning time is lost.

## Outcomes for pupils

**Good**

- Outcomes for pupils are good.
- Unvalidated results show that pupils' progress in reading and mathematics was below average in 2016. However, consistent and steady improvements over time mean that current pupils are now making consistently good progress. The school's robust assessments suggest a strong improvement in outcomes in 2017.
- Similarly, pupils' attainment in phonics has improved. In 2016, 83% of pupils achieved the expected standard in phonics, which was above the national figure. Current pupils' attainment in phonics is also on track to be above the national average.
- Writing has been a focus since the last inspection and is now strong in all year groups. From Reception upwards, pupils are encouraged to express themselves in writing and are beginning to be taught to write well in other subjects. The school has been involved in a writing project with an external organisation. This has resulted in pupils using a range of resources to improve the quality of their writing. Most pupils now reach above-average standards and many pupils make rapid progress in their writing.
- As a result of effective use of the pupil premium fund, outcomes for current disadvantaged pupils are improving in reading, writing and mathematics and they are now close to national averages. In 2016, disadvantaged pupils' progress was below

national averages in reading and mathematics but was significantly above in writing. Currently, the progress of disadvantaged pupils in all year groups is improving in both reading and mathematics.

- Support for pupils who have special educational needs and/or disabilities is well planned and effective. As a result, these pupils are making good progress in most of their subjects.
- The most able pupils achieve well in reading, writing and mathematics. Unvalidated results show that in 2016 most-able pupils achieved in line with national averages for reading and mathematics. Currently, most-able pupils are making good progress and as a result there is an increase in the number of pupils working above the expected standard in all core subjects.
- Attainment at the end of key stage 1 has improved. In 2016, attainment was at or above national standards in all subjects. Outcomes for current pupils are good in reading, writing and mathematics.
- In key stages 1 and 2, pupils make good progress in the foundation subjects, history and religious education. However, in modern foreign languages and music the progress pupils make is slower.

## Early years provision

**Good**

- The leadership and management of Reception is outstanding. The early years leader has high aspirations for the children. She has a clear, strategic vision and a determination to drive through further improvements to this area of the school.
- Transition into Reception is well managed and planned so children are quick to settle and make progress in their learning. The education they receive in Brady Reception prepares them well for the start of Year 1.
- Teaching in Reception is, at times, inspiring for the children. They are encouraged to be inquisitive and much learning is initiated by the children themselves. The teacher is very responsive to children's interests in learning. For example, one pupil wanted to know about electricity so the teacher organised for all pupils to create a simple electrical circuit. The pupils were excited by this and enjoyed making their bulbs light up.
- The progress children make and the standards they achieve have risen significantly since the previous inspection, particularly in writing and phonics but also in other areas of their learning. The school has addressed previous weaknesses in expressive arts and design. During the inspection children were excited by the chance to create paintings linked to Chinese New Year and made good progress in this area of their learning.
- Staff have high expectations of the children, encouraging them to be critical thinkers and to persevere when they are finding learning challenging.
- Adults work together to ensure that every child makes good progress. They know all their pupils well and as a result all groups of children, including disadvantaged children and the most able, make similar progress given their starting points.
- Parents say staff encourage them to be involved in their child's learning and that they work in partnership. Parents value the information they are given about their child's progress and how to support their child at home. Almost all parents are complimentary about the education their child receives in Reception.
- At times the learning that takes place in the outdoor provision does not match the

high-quality learning experiences that are taking place within the classroom. When learning in the classroom, children are exposed to sophisticated vocabulary and are provided with a wide range of challenging activities. This is not always replicated in outdoor spaces. As a result, children often choose to learn inside. When children are learning outside they do not always make the same progress in their learning as they do when they are inside.

- Safeguarding in Reception is effective. Adults are vigilant about ensuring that children are safe and well cared for. As a consequence, children are happy and enjoy their time in Reception.



## School details

Unique reference number	102314
Local authority	Havering
Inspection number	10023585


This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Community
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	204
Appropriate authority	The governing body
Chair	Mrs Jane Knight
Headteacher	Mr Jon Bishop
Telephone number	01708 555 025
Website	<a href="http://www.bradyprimaryschool.co.uk/">www.bradyprimaryschool.co.uk/</a>
Email address	<a href="mailto:office@brady.havering.sch.uk">office@brady.havering.sch.uk</a>
Date of previous inspection	4 December 2014

## Information about this school

- Brady Primary School is smaller than the average primary.
- The proportion of pupils eligible for free school meals is below the national average.
- The proportion of pupils who speak English as an additional language is below the national average.
- The proportion of pupils who receive special educational needs support is below the national average.
- The proportion of pupils who have a statement of special educational needs or an education, health and care (EHC) plan is below the national average.
- The school meets requirements on the publication of specified information on its website.
- The school meets the current government floor standards for primary schools.

## Information about this inspection

- Inspectors observed learning in every class and attended a whole-school assembly. Several of the observations were carried out jointly with the senior leadership team.
- A wide range of pupils' workbooks were looked at by inspectors throughout the inspection.
- Inspectors held meetings with the headteacher, senior leaders, subject leaders, the special educational needs coordinator, the early years leader, newly qualified teachers and four governors, including the chair of the governing body.
- Inspectors spoke to pupils informally in class and around the school at break and lunchtimes to seek their views about the school.
- Inspectors met with several groups of pupils more formally to discuss many aspects of school life.
- Inspectors heard some pupils from all year groups read. Inspectors talked to pupils about their reading habits and looked at their reading records.
- Inspectors scrutinised the school's website and a range of school documents including: assessment information; minutes from governors' meetings; the school's own evaluation; improvement plans; and records about behaviour, safeguarding children and attendance.
- Inspectors considered the nine parent texts and 26 responses made by parents to the Ofsted online Parent View questionnaire. They also spoke to some parents before school at the beginning of the inspection. Inspectors viewed the responses of 24 pupils. Additionally, inspectors looked at the 10 views expressed by members of staff in response to the staff questionnaire. 

## Inspection team

Helena Mills, lead inspector

Ofsted Inspector

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Ofsted Inspector

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