

Brudenell Primary School

Welton Place, Leeds, West Yorkshire LS6 1EW

Inspection dates

14–15 March 2018

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Outstanding |
| Outcomes for pupils | Good |
| Early years provision | Good |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a good school

- The headteacher's and co-headteacher's drive, determination and commitment have successfully led to the improvement in teaching and outcomes, particularly at the end of key stage 2.
- The quality of teaching is strong. Teachers know their pupils very well and have high expectations of them at all times. As a result, almost all pupils are challenged well and so they are focused and work hard.
- The many children and pupils who join the school at different times are supported well to settle in quickly. A high number of pupils join the school with little or no knowledge of English. They make friends and catch up on any learning they may have missed.
- Teachers use their assessments to set work that systematically builds pupils' knowledge, skills and understanding. This is why most pupils make strong progress from their starting points. However, outcomes in science are weaker. Leaders have already taken steps to tackle this area.
- Pupils behave exceptionally well. They are highly self-confident and caring individuals. This is a result of the school's carefully designed approach to promoting pupils' personal development and welfare.
- Provision in the early years for children currently in the school is good. Children make a good start to their education from different starting points, in a busy, safe and happy environment.
- The school's work to promote pupils' spiritual, moral, social and cultural development is highly effective. Teachers actively promote fundamental British values.
- The curriculum is broad and balanced, and is enriched by a wide range of activities and visits.
- Governors know the school well. They work closely with senior leaders and provide effective support and robust challenge so that the school continues to improve.
- Pupils enjoy learning and attend well. They value the friendly and inclusive ethos in the school. Pupils play well together and work cooperatively in lessons.
- Most teachers plan learning to meet the needs of most pupils. However, the level of challenge for pupils at lower key stage 2 is inconsistent and, as a result, not all groups of pupils learn as effectively as they could.
- The headteacher and co-headteacher have robust systems in place for tracking and monitoring progress. However, some leaders' skills require further development in evaluating effectively the impact of their actions.

Full report

What does the school need to do to improve further?

- Further develop leadership and management by:
 - ensuring that all members of the extended leadership team consistently use information effectively to evaluate impact, including in the early years.
- Further improve the quality of teaching and learning by making sure that the work set by the teachers challenges and stretches all groups of pupils, especially those in lower key stage 2.
- Improve pupils' learning and outcomes in science both at the end of key stage 1 and key stage 2.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher and co-headteacher work effectively together and have successfully tackled the issues identified at the time of the last inspection. Consequently, the good quality of teaching has been maintained and outcomes remain good.
- The school's evaluation of its strengths and weaknesses is accurate. Leaders systematically examine information about the effectiveness of the school to find ways in which it could be improved. Leaders quickly put in place well-considered and appropriate actions that soon remedy any issues.
- A large number of pupils join the school at different times of the year across all classes. Leaders ensure that these pupils settle quickly. There are robust systems in place to monitor the progress of all pupils, including pupils who have special educational needs (SEN) and/or disabilities. As a result, all pupils make strong progress from their sometimes widely different and below typical starting points.
- Leaders regularly review the progress of all disadvantaged pupils to ensure that they make the progress of which they are capable. Consequently, these pupils make as good as and sometimes better progress from their starting points than their peers.
- Leaders ensure that additional funding is used effectively. For example, the use of the pupil premium has resulted in the rapid improvement to outcomes for disadvantaged pupils. Similarly, the sport premium is used well to improve the quality and frequency of physical activity for all pupils. The leaders responsible for SEN ensure that the funding for pupils who have SEN and/or disabilities is used effectively to provide the strong support they need.
- The curriculum is broad and balanced with an appropriate emphasis on reading, writing and mathematics. This contributes to pupils' good development and progress. Pupils are taught about significant world religions and topics are used to teach a range of subjects such as history, geography and art. A range of after-school clubs and educational visits enhance pupils' learning.
- The curriculum is carefully designed and motivates pupils to achieve well. The principle of the 'learning pit', through which pupils learn to be resilient and overcome difficulties, prepares them exceptionally well for the opportunities, responsibilities and challenges of adult life. These approaches are interwoven expertly into the curriculum to promote pupils' mental health, personal well-being, and social and moral understanding. Leaders, correctly, describe this as a thread which runs through the entire curriculum. As a result, pupils have deep self-awareness, and genuine empathy and respect for others.
- Staff, and parents and carers, are very supportive of the school's leadership. Teachers value the chance to improve their day-to-day practice and willingly try out new ideas.
- The headteacher and co-headteacher have implemented robust and accurate tracking systems for monitoring the progress of all pupils, and use them effectively to evaluate the impact of their actions. However, not all members of the extended leadership team are as effective in evaluating their impact using this information. Leaders acknowledge

that there is more work to be done in this area.

Governance of the school

- Governance is a strength of the school. Governors know the school well and are proud of the inclusive ethos that school leaders have developed over time. They share the leaders' high expectations and are highly ambitious for pupils.
- Governors are knowledgeable and provide robust challenge to the headteacher and co-headteacher. Efficiently led by the chair of the governing body, they know the school's strengths and weaknesses well. Governors are very well aware of the challenges the school faces with a large number of pupils joining the school at different times of the year. They are proud of the strong progress pupils make from their different starting points.
- Some of the governors visit the school regularly to see for themselves how well pupils are learning and to ensure that pupils are kept safe. Governors ensure that they attend regular training to carry out their roles effectively. They have completed appropriate safeguarding training to ensure that safeguarding pupils is always a high priority.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders, all staff and governors are vigilant in their work to ensure that pupils are safe. Teachers know each pupil well as an individual and are quickly alert to any concerns or needs.
- There is a strong culture of safeguarding in the school and pupils say that they feel safe. This was confirmed by inspection evidence.
- School leaders ensure that all staff have appropriate and up-to-date safeguarding training. As a result, staff are knowledgeable about child protection procedures, the signs to look for and how to report concerns.
- Leaders make timely referrals to the local authority social care services where necessary, and keep an accurate record of conversations and actions. Senior leaders, including governors, check safeguarding records regularly and the school has comprehensive policies for safeguarding. As a result, the school takes timely, supportive and appropriate actions to keep all pupils, including those who are most vulnerable, safe.

Quality of teaching, learning and assessment

Good

- Teachers know their pupils well and help them to make good progress from their starting points in reading, writing and mathematics.
- The substantial focus on improving the teaching of reading has led to much better outcomes for pupils currently in the school. Teachers now allocate a good amount of time to teaching pupils to recognise words and make sense of their reading. Pupils learn to use high-quality vocabulary and to infer meaning that is not explicitly written

on the page.

- Teachers are knowledgeable about the subject matter they teach. They know how to deliver it appropriately for the age and ability of their pupils, making effective use of prior learning. Consequently, staff pitch work effectively and so almost all pupils are challenged and achieve well.
- Leaders regularly monitor the effectiveness of teaching and learning. Teachers expect pupils to work hard and behave well in lessons. Pupils and teachers have very positive relationships. As a result, pupils try very hard and are confident to challenge themselves and ask questions.
- Teachers and teaching assistants make good use of questioning to test and extend pupils' understanding. They create an environment where there are plentiful opportunities for pupils to use and enhance their listening and speaking skills. Staff routinely build on pupils' vocabulary and language skills. This helps the vast majority of pupils who speak English as an additional language to make swift progress in English.
- Staff ensure that pupils have effective skills in phonics to improve their reading. Pupils, including the lower-attaining pupils, use their phonics skills well to read unfamiliar or difficult words. This contributes well to pupils' confidence and enjoyment of reading. Inspectors were able to confirm this when they listened to pupils read.
- The teaching of mathematics has improved. In lessons, pupils' mathematical skills are developed well because teachers allow pupils to practise mathematical tasks and explain their answers. Over time, pupils' work in books shows that they make strong progress in mathematics because they move on to more complex problem-solving tasks as soon as they have mastered each mathematical skill.
- Teachers provide clear explanations and use precise mathematical language. Newly acquired resources enable teachers to model mathematical concepts effectively, and support pupils to learn and consolidate their understanding. This is especially beneficial for those who speak English as an additional language.
- Teachers and teaching assistants use questions skilfully to probe pupils' understanding. This helps staff to identify misconceptions and enables pupils to explain their thinking. Teachers also use questions to challenge pupils to discuss and debate challenging ideas thoughtfully, sensibly and maturely.
- The school is a member of the Leeds Rhinos Foundation Ambassador scheme which provides physical education coaching and community links through a range of extra-curricular opportunities. The school also works with Leeds University to offer opportunities for pupils to work on art projects.
- Most teachers plan activities well that meet the needs of most pupils. However, there is some variation in the work set, including in lower key stage 2 classes. As a result, not all pupils are sufficiently stretched and challenged to enable them to deepen their knowledge and understanding.

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is outstanding.
- Pupils are very well aware of, and know how to protect themselves from, a range of dangers. For example, pupils are very aware of the risks of using the internet and social media. They can articulate what they need to do to stay safe online.
- The strong emphasis placed on developing pupils' mental well-being, social understanding and moral purpose is a significant strength of the school. It permeates all aspects of pupils' experience. The caring and inclusive culture of the school enables them to thrive.
- The school regularly holds themed weeks such as 'Failure' week and 'Safeguarding Me!' week where pupils are challenged to overcome difficulties, learn from mistakes and overcome adversity, and learn about staying safe in a range of contexts.
- Teachers use initiatives, such as the 'learning pit', very effectively across the school to engage pupils in discussion and to build resilience and a determination to succeed. As a result, pupils demonstrate an exceptional attitude to learning.
- The work of the school to promote pupils' social, moral, spiritual and cultural development is strong and well embedded across the curriculum. Teachers actively promote universal values and inclusivity. The school's nurture system of the 'Friends and buddies' group is extremely effective and helps new pupils settle quickly and feel part of the school.
- The school's curriculum enables pupils in Reception, Year 1, Year 3 and Year 5 to experience exciting activities in the woods. During these sessions, pupils are encouraged to take risks and be resilient. As a result, they develop excellent attitudes to learning.
- The school works with external agencies very well to ensure the safety and welfare of pupils. Pupils who have SEN and/or disabilities receive very strong care and support so that they thrive and achieve well.
- Pupils said that bullying is extremely rare and were surprised when inspectors asked them about this. When it happens, teachers deal with it effectively. Pupils said they feel safe and they can talk to a teacher if they have any concerns.

Behaviour

- The behaviour of pupils is outstanding.
- Pupils behave exceptionally well both in lessons and around the school site. They are polite, friendly and always smiling. They are respectful to each other and to adults.
- The breakfast club is very well attended and helps to ensure that pupils are ready for learning. Pupils typically arrive on time and are eager to start the day.
- Pupils' excellent behaviour in lessons and their positive attitudes to learning contribute to their good learning and strong progress.

- Despite the challenge of high mobility rates, pupils' attendance has improved over the last two years and is now broadly average. Leaders and staff responsible for attendance work tirelessly with families to reinforce the importance of good attendance and the negative impact of long-term holidays on learning. As a result, the rate of pupils currently in the school who are persistently absent has significantly decreased and is now well below the national average.

Outcomes for pupils

Good

- Following the last inspection, the school responded successfully to the challenge of raising standards by improving pupils' progress. In 2017, the progress of pupils in reading, writing and mathematics at the end of key stage 2 improved significantly from the previous year. School assessment information indicates an improving trend in standards in reading, writing and mathematics.
- In 2017, outcomes at the end of key stage 2 in reading improved significantly, especially the proportion of the most able pupils achieving the higher standards.
- The school faces a significant challenge of many pupils joining at different times during the school year. Leaders have implemented thorough systems to track, monitor and support the progress of all pupils, including the disadvantaged pupils and the significant number of pupils who speak little or no English when they start at the school. As a result, most pupils make strong progress in most areas of learning from their starting points.
- Leaders liaise closely with classroom teachers on pupils' progress, for instance through regular pupils' progress meetings. Pupils who are underachieving are identified and support is planned to help them achieve their potential. As a result, most pupils make strong progress across all subjects.
- Many of the pupils who leave or join the school during the year arrive with little knowledge of English. Pupils who attend the school right from the early years develop phonics skills quickly. In 2017, there was a three-year trend of year-on-year improvement in Year 1 phonics outcomes for the disadvantaged pupils. The school's phonics screening scores for pupils at the end of Year 1 and Year 2 are below the national average because a notable number of pupils join the school part-way through the academic year and therefore do not benefit fully from the effective phonics teaching in the school.
- The effective use of the pupil premium funding has diminished the differences that exist between the progress of disadvantaged pupils and that of other pupils. In 2017, disadvantaged pupils performed better than their peers in reading, mathematics, and grammar, punctuation and spelling. There is now little or no difference in the standards achieved by disadvantaged pupils in the school compared with those of other pupils.
- Pupils who have SEN and/or disabilities make good progress from their starting points because they receive extra help specific to their needs. For example, the school employs speech acquisition and language therapists weekly to address early cognitive and language needs. This ensures that pupils are able to make good gains in their knowledge and understanding across the school.
- Pupils make good progress in a wide range of subjects through topic work. They

acquire enquiry-based skills well and use them to produce some good-quality work. The amount of work they produce is increasing and forms part of the leaders' priorities.

- Outcomes in science declined in 2017, both at the end of key stage 1 and key stage 2. Scrutiny of pupils' work shows that pupils do not have opportunities to acquire a range of scientific skills. As a result, the work produced is limited and outcomes are below the national average. Leaders have identified provision and outcomes in science as two of the current school priorities.

Early years provision

Good

- The early years provision is effective because leaders ensure that the provision meets children's needs well. As a result, children currently at the school make good progress across most areas of learning. Current school assessment information indicates a strong improvement since 2017 in the proportion of children achieving a good level of development.
- Teachers use assessment information well to plan learning activities. There are robust tracking and monitoring systems in place. However, the leaders of the early years do not use this information strategically to measure the impact of their actions. The headteacher and co-headteacher are aware of this.
- The environment in Nursery is welcoming, purposeful, well organised and calm. When pupils join the Nursery, many have weak skills compared with typical three-year olds. The good teaching they receive ensures that they make strong progress.
- Although the proportion of children achieving a good level of development is lower than that found nationally, school assessment information shows that most children now make good progress. This year more are catching up to where they need to be to be ready for learning in Year 1 compared with the picture in previous recent years. Leaders are seeking to increase this proportion so that it is in line with the national average.
- Teachers work closely with parents to identify what children can do when they start school. Teachers review this continuously to build a picture of children's growing skills and interests. Consequently, most children make strong progress from their different starting points.
- Parents regularly attend workshops around family literacy and numeracy, 'stay and play' sessions and trips. As a result, parents are better equipped to support their children's learning at home.
- The early years environment offers a wide range of carefully planned activities to ensure that children have many opportunities to engage in learning of their own choice. Adults support children's learning well, giving particularly effective support to the majority of children who speak little or no English when they start school. The verbal communication between adults and children is strong. Adults have good relationships with the children and children are kept safe.
- Many children join the early years provision at different times during the year. Children settle quickly into school life because staff create a caring, nurturing and well-ordered environment. This helps children feel safe and confident. The routines are well established and ensure that pupils learn quickly to behave well and to follow

instructions.

- Children regularly visit the woods as part of the school curriculum. They learn to take risks, manage their activities and develop their love of nature.

School details

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| Unique reference number | 107885 |
| Local authority | Leeds |
| Inspection number | 10042199 |

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

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| Type of school | Primary |
| School category | Foundation school |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 307 |
| Appropriate authority | The governing body |
| Chair | Rachel Rich |
| Headteacher | Jill Harland |
| Telephone number | 0113 278 5168 |
| Website | www.brudenellprimary.co.uk |
| Email address | office@brudenellschool.co.uk |
| Date of previous inspection | 21–22 January 2014 |

Information about this school

- The school met the government’s floor standards in 2017. These are the minimum expectations for pupils’ progress in reading, writing and mathematics by the end of Year 6.
- Brudenell Primary school is an average-sized primary school.
- The large majority of pupils are from minority ethnic backgrounds and many pupils are at an early stage of speaking English or speak no English at all when they start at the school.
- The school works in partnership with Blenheim Primary School, Rosebank Primary School, Little London Primary School and Quarry Mount Primary School as part of the Lantern Learning Trust.
- The school offers accommodation to pupils from a nearby specialist inclusion learning centre (Rainbow Class).

Information about this inspection

- Inspectors visited lessons across a range of subjects in the early years and key stages 1 and 2, and covering all teaching staff. Some of these visits took place with senior leaders accompanying inspectors. During visits to classrooms, inspectors looked in pupils' books and questioned pupils about their learning.
- Discussions took place with the headteacher and co-headteacher, members of the extended leadership team and members of the wider body of staff.
- Discussions also took place with a representative of the local authority and governors, including the chair of the governing body.
- Inspectors held discussions with groups of pupils from Years 3, 4, 5 and 6 about what it is like to be a young person at the school. Inspectors also listened to some of these pupils read.
- Inspectors observed pupils' behaviour around the school, including between lessons, at breaktimes and at lunchtime.
- Inspectors took into account the 30 free-text responses from parents to Ofsted's online questionnaire, Parent View. They analysed the 29 responses to Ofsted's staff survey and the 84 responses to Ofsted's pupil questionnaire.
- Inspectors examined records relating to behaviour, attendance and safeguarding.
- Inspectors also scrutinised documents, including school development plans, governing body minutes, external reviews, leaders' monitoring notes and information about pupils' achievement.

Inspection team

| | |
|------------------------------------|-------------------------|
| Dimitris Spiliotis, lead inspector | Her Majesty's Inspector |
| Gillian Wiles | Ofsted Inspector |
| Dave Brown | Ofsted Inspector |

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