

# Inspection of Bramley Park Academy

Fairfield Hill, Bramley, Leeds, West Yorkshire LS13 3DP

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Inspection dates: 1 and 2 March 2023

## **Overall effectiveness**

**Outstanding**

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The quality of education

**Outstanding**

Behaviour and attitudes

**Outstanding**

Personal development

**Outstanding**

Leadership and management

**Outstanding**

Early years provision

**Outstanding**

Previous inspection grade

Not previously inspected under section 5  
of the Education Act 2005

## **What is it like to attend this school?**

Pupils are happy and safe at this exceptional school. There are no limits to the ambition that leaders and staff have for them. Pupils enjoy coming to school and live and breathe the school's vision to 'believe, persevere and achieve'.

Leaders have an unswerving commitment to serving pupils, families and the community. They believe that every pupil can achieve great things. They are relentless in their pursuit of excellence for all pupils. There are many opportunities for pupils to take on leadership roles and contribute as active citizens.

Behaviour in lessons and around school is exemplary. Pupils are polite and welcoming. They enjoy learning and are engaged and attentive in lessons. They insist that there is no bullying and know that if there was, adults would always deal with any problems. Relationships are positive and strong in this school.

There are many opportunities for pupils to enjoy extra-curricular clubs and experiences. Pupils can take part in clubs to explore arts and crafts, film and learn new skills, such as Makaton sign language. These extra-curricular opportunities are open to all. Leaders ensure that they are accessed by pupils who are disadvantaged or pupils with special educational needs and/or disabilities (SEND).

Pupils describe the school as a 'respectful environment where strong bonds are built' and they say, 'We're just one family.'

## **What does the school do well and what does it need to do better?**

Leaders have developed a highly ambitious and impressive curriculum that begins in Nursery and continues to the end of Year 6. A well-planned sequence of learning is the bedrock for all learning. Staff plan engaging lessons and check that pupils remember important knowledge. Teachers make links to prior learning to make sure that pupils' learning over time is secured. Teachers have strong subject knowledge and benefit from the regular training that leaders provide. While outcomes in early years and key stage 1 have been impacted by the COVID-19 pandemic, leaders are relentless in ensuring that this impact is minimised. Pupils in key stage 2 make impressive progress in core subjects and have secure knowledge of what they are learning in the wider curriculum. The curriculum in early years is also impressive. Leaders have identified the end points they want children to reach and to prepare them for key stage 1. The children are confident and independent learners. The planned environment supports learning, for example supporting pupils to write in a variety of contexts.

Pupils with SEND are very well supported. This is a strength of provision across the school. Because of the well-planned and focused support for these pupils, they make excellent progress across the curriculum. All staff understand their role in ensuring that all pupils flourish, regardless of their needs. The targets set for pupils with

SEND are clear and precise. The ambition leaders have for pupils with SEND is uncompromising. The school's resourced provision, supporting 12 pupils with speech, language and communication delay, is meeting the needs of these pupils exceptionally well. The planning, care and attention to detail are helping pupils to develop communication skills, build relationships and follow routines. Progress for these pupils is rapid because the structure of provision enables swift development.

Leaders have prioritised reading. This is a school where reading sits at the heart of the learning that pupils do. Books are celebrated and enjoyed. Pupils talk about how much they enjoy reading and their favourite authors and books. Pupils learn to read by following a systematic programme of phonics that starts right from Nursery and which is consistently delivered by staff who are well trained in the teaching of phonics. When pupils struggle or fall behind with their reading, they are identified and supported to keep up. This approach to identifying and supporting pupils is evident in all areas of the curriculum. Teachers use precise assessments to support pupils to move forward, particularly those who are at risk of underachieving. Pupils receive feedback that is focused on the most important knowledge that they need to learn.

Pupils manage their own behaviour exceptionally well, both in lessons and at less-structured times. All staff are consistent in their high expectations, with appropriate amendments for some pupils with SEND. These pupils are given support to manage their emotions and behaviour, where necessary. For example, staff provide sensory time for pupils in the morning to establish calmness before they join classrooms. Staff also create calm zones in classrooms.

The personal development programme offered by the school is broad and well developed. This is making a significant difference to pupils, who behave consistently with respect and good humour. They understand fundamental British Values at a deep level and talk with confidence about how these values are lived out in their school. They believe that everyone should be treated 'as they would want to be treated' and understand the term 'tolerance'. They talk about respect for diversity in terms of race, sexuality, disability and gender.

Leaders at every level share the same high levels of ambition and commitment to the pupils at the school. There is a passion to identify, grow and develop leaders from within. Staff at all levels are supported and encouraged in their career development. For example, the trust provides a TV channel for staff to access each week as they follow a personalised learning programme. Leaders have a firm commitment to well-being. Staff describe how their workload is extremely well managed. The work they are asked to do is purposeful and designed to improve outcomes in the broadest sense for all pupils.

## **Safeguarding**

The arrangements for safeguarding are effective.

There is a conspicuous culture of safeguarding in the school. Pupils know exactly who they can go to if they have any concerns about their welfare. They trust that adults will take supportive action and that they have pupils' best interests at heart.

Safeguarding training for staff is regular and detailed. All staff know what to do if they have concerns about pupils. Record-keeping for any incidents of concern is timely and robust. Appropriate checks are made on any adults appointed to work at the school or who may come into contact with pupils.

Knowledge of online safety is a strength of pupils' personal development. They know the rules for being safe online and can offer advice for using a range of devices.

### **How can I feed back my views?**

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

### **Further information**

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

<b>Unique reference number</b>	146542
<b>Local authority</b>	Leeds
<b>Inspection number</b>	10255563
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	278
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Cheryl Hobson
<b>Principal</b>	Carrie Green
<b>Website</b>	<a href="https://bramleyparkacademy.co.uk">https://bramleyparkacademy.co.uk</a>
<b>Date of previous inspection</b>	Not previously inspected

## Information about this school

- The school has been a member of the Wellspring Academy Trust since November 2018.
- Wellspring Academy Trust delegates responsibility for checking aspects of school performance to their local governing board.
- The school operates a breakfast and after-school club.
- The school contains a specialist unit for 12 pupils with speech, language and communication delay.
- The proportion of pupils with SEND is above average.
- The school does not use alternative provision.

## Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors held meetings with the executive principal, the head of school, the assistant principals and the chief executive officer of Wellspring Academy Trust. Inspectors also held meetings with subject leaders, the special educational needs coordinator, the safeguarding team and representatives of the local governing board.
- Inspectors visited lessons, looked at pupils' work and listened to pupils reading to familiar adults in school. They also observed pupils' behaviour in lessons, around school and during lunchtime.
- Inspectors carried out deep dives in reading, mathematics, computing and physical education. Inspectors looked at curriculum plans for a range of subjects.
- Inspectors examined safeguarding records, including the single central record and recruitment checks on staff.
- Inspectors considered the views of parents by reviewing responses to Ofsted's online survey, Ofsted Parent View. They also spoke with parents as they collected their children at the end of the school day.
- Alongside the responses to the online surveys for staff, inspectors also considered views by meeting with various groups of staff.
- Inspectors also considered the views of pupils, speaking with different groups of pupils from all age groups.

## Inspection team

Dughall McCormick, lead inspector	His Majesty's Inspector
Jen Sloan	His Majesty's Inspector
Lee Wilson	Ofsted Inspector

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