Inspection of a school judged good for overall effectiveness before September 2024: Braunstone Community Primary School

Cort Crescent, Braunstone, Leicester, Leicestershire LE3 1QH

Inspection dates: 4 and 5 February 2025

Outcome

Braunstone Community Primary School has taken effective action to maintain the standards identified at the previous inspection.

The headteacher of this school is Halil Tamgumus. This school is part of Discovery Schools Academies Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Paul Stone, and overseen by a board of trustees, chaired by Richard Bettsworth.

What is it like to attend this school?

Pupils enjoy life at Braunstone Community Primary School. Always polite and respectful, they behave well in lessons and around the school. Pupils trust staff to keep them safe and resolve any worries they may have. Parents and carers appreciate the education and opportunities that the school provides for their children.

The school represents pupils from many different cultural backgrounds. Pupils celebrate their differences. They are proud to be part of a school community where everybody feels like they belong.

The school has high expectations of all pupils, including a significant number with additional needs. Pupils have positive attitudes. They follow instructions eagerly and work hard. In the early years, children quickly develop good learning habits. Pupils with special educational needs and/or disabilities (SEND) are supported well to be independent and successful. Most pupils achieve well.

The school provides well for pupils' personal development. It offers all pupils a wide range of extra-curricular and enrichment opportunities. Clubs in cooking, modelling, music and sports help pupils grow their talents and interests. Pupils gain leadership skills by

representing the school council or acting as play leaders and playground buddies. Trips and visits enhance the curriculum and offer pupils memorable experiences.

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

From the early years, communication and language is at the heart of the curriculum. Staff help pupils learn the vocabulary they need to make sense of new concepts and talk about their learning. Reading is a priority. In Reception and key stage 1, phonics is taught consistently well. Staff check pupils' reading knowledge often. They make sure that lessons and reading practice are well matched to pupils' stage of reading. The majority of pupils quickly learn to read. Any that fall behind are very well supported to catch up. As they move through the school, pupils develop fluency as they read from a variety of interesting and challenging texts.

The curriculum is broad and ambitious. In all subjects, staff have identified precisely what pupils will learn. The important knowledge is ordered logically so that pupils deepen their understanding as they progress. There are frequent opportunities for pupils to revisit previous learning. This helps them to make connections between new knowledge and what they have learned previously. The curriculum in the early years supports children well to gain the knowledge and skills they need to be ready for the next stage of their education.

Teachers have good subject knowledge. They explain concepts clearly. Most of the time, teachers provide learning activities that focus sharply on the important knowledge that is defined in the curriculum. However, this is not always consistent. At times, activities in some subjects are not as focused as they could be. When this is the case, pupils' learning is less secure.

Teachers check pupils' learning often. On most occasions, they use these checks to identify when pupils have gaps in their understanding so that these can be resolved quickly. Sometimes, however, teachers' checks are not precise enough. When this happens, pupils' misconceptions are not corrected effectively. As a result, pupils do not progress as quickly as they could.

The school quickly and accurately identifies when pupils have SEND. Staff routinely adapt learning activities to help these pupils succeed alongside their peers. When necessary, specialist staff provide additional support to ensure that these pupils' needs are met fully.

Pupils are well prepared for their lives in modern Britain. The curriculum for personal, social and health education provides pupils with the knowledge they need to keep themselves healthy and safe. They learn how to maintain positive relationships and stay safe online. Through the curriculum and assemblies, the school teaches pupils about diversity and equality. Pupils are knowledgeable about the protected characteristics and fundamental British values. They learn how to be good citizens, getting involved with community and charity projects.

Most pupils attend school well. Staff monitor pupils' attendance. When pupils are absent too often, staff work with them, and their families. For example, when pupils have social, emotional and mental health difficulties that affect their attendance, expert staff provide effective support. This helps these pupils attend school more frequently.

The school has been well supported by the multi-academy trust to maintain standards since the previous inspection. It has made improvements to the curriculum and the personal development offer. Staff work collaboratively to develop expertise and continually develop the school's provision. They appreciate the support that the school provides them to manage their workload. Governors and trustees know the school well. They provide strong challenge and support to school leaders.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- At times, in some subjects, learning activities do not focus precisely enough on what pupils need to learn. When this happens, pupils do not gain knowledge as securely as they could. The school needs to make sure that learning activities consistently help pupils to learn and remember the important knowledge that is identified in the planned curriculum.
- On some occasions, teachers do not check pupils' understanding carefully enough to identify and correct misconceptions effectively. This means that, sometimes, pupils do not achieve as well as they could. The school needs to ensure that teachers check pupils' understanding is accurate to support their future learning.

Background

Until September 2024, on a graded (section 5) inspection we gave schools an overall effectiveness grade, in addition to the key and provision judgements. Overall effectiveness grades given before September 2024 will continue to be visible on school inspection reports and on Ofsted's website. From September 2024 graded inspections will not include an overall effectiveness grade. This school was, before September 2024, judged to be good for its overall effectiveness.

We have now inspected the school to determine whether it has taken effective action to maintain the standards identified at that previous inspection. This is called an ungraded inspection, and it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on an ungraded inspection. However, if we find evidence that a school's work has improved significantly or that it may not be as strong as it was at the last inspection, then the next inspection will be a graded inspection. A graded inspection is carried out under section 5 of the Act. Usually this is within one to two years of the

date of the ungraded inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the ungraded inspection a graded inspection immediately.

This is the first ungraded inspection since we judged the school to be good for overall effectiveness in September 2019.

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' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the definition of children in need of help and protection; pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's pupil premium funding (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	143245
Local authority	Leicester
Inspection number	10347626
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	439
Appropriate authority	Board of trustees
Chair of trust	Richard Bettsworth
CEO of the trust	Paul Stone
Headteacher	Halil Tamgumus
Website	braunstone.leicester.sch.uk
Dates of previous inspection	18 and 19 September 2019, under section 5 of the Education Act 2005

Information about this school

- This school is part of Discovery Schools Academies Trust.
- The school does not currently use any alternative provisions.

Information about this inspection

- Inspections are a point-in-time evaluation about the quality of a school's education provision.
- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspector met with the headteacher, the deputy headteacher, the assistant headteacher and other school leaders and staff.
- The inspector met with leaders from the multi-academy trust.

- The inspector met with representatives of the local advisory board, including the chair of the board.
- The inspector visited a sample of lessons, spoke to some pupils about their work and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspector reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The inspector met with some parents and considered responses to Ofsted Parent View. The inspector considered the views of staff and pupils expressed through discussions and online surveys.

Inspection team

John Spragg, lead inspector	His Majesty's Inspector

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Piccadilly Gate
Store Street
Manchester
M1 2WD

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