



Brandwood Primary School

Inspection report

Unique Reference Number 105148
LEA Bolton

Inspection number 274858
Inspection dates 3rd – 4th May 2005
Reporting inspector Anna Dawson

Inspection deemed to have been carried out under section 10 of the School Inspections Act 1996 according to section 12(3) of the same act.

Type of School	Primary	School address	Brandwood Street
School category	Community		Bolton
Age range of pupils	3 – 11		Lancashire
			BL3 4BG
Gender of pupils	Mixed	Telephone number	01204 333444
Number on roll	456	Fax number	01204 333455
Appropriate authority	The governing body	Chair of governors	Mrs J Axon
Date of previous inspection	September 1999	Headteacher	Mrs R Jones

Age group	Published	Reference no.
3 – 11	May 2005	274858

© Crown copyright 2005

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was a pilot of the new arrangements for inspection announced by Ofsted in its consultation paper of February 2004. It was carried out with the support and co-operation of the staff of Brandwood Primary School and of the local education authority.

The inspection was carried out by three additional inspectors.

Description of the school

Brandwood Primary School is a large school in a socially and economically deprived area near to the town centre of Bolton. The school serves a diverse community with children speaking 27 different languages. More than half the children come from Indian, Pakistani or Somali families and many speak a home language other than English. Nineteen per cent of the children are asylum seekers and a similar proportion of pupils are at the early stages of learning English. Fifty three per cent of children are entitled to free school meals. Many children start in the nursery with poor language and social skills. Forty five per cent of children have special educational needs, which are mainly for learning difficulties. Pupil mobility is high.

Key for inspection grades

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

Overall effectiveness of the school

The school has many more strengths than weaknesses and provides a satisfactory education for its pupils. Most of the parents agree that their children enjoy school, which is a harmonious and happy community. The quality of teaching and the provision are satisfactory for children in the reception and nursery classes and in Years 1 and 2. It is better in Years 3 – 6, where it is often good, and as a result the children make good progress. Children are confident learners because the teachers and other key workers build their self-esteem well and give them very good support and guidance.

The school makes good use of outside agencies to help children learn. Children with special educational needs and those from minority ethnic backgrounds feel valued and take a full part in all the activities the school offers. However, some children who are learning English as an additional language are not supported as well as they need to be in lessons and this slows their progress.

The school is well led and managed. Good improvement has been made in the key issues identified during the last inspection. The curriculum, learning resources and the system for tracking pupils' progress and setting targets have improved. The school is in a good position to improve further as its self-evaluation is thorough and rigorous. The school gives satisfactory value for money.

Grade: 3

What the school should do to improve further

To improve further the school should:

- improve the quality of teaching so that all children, and particularly those in the nursery and reception classes and in Years 1 – 2, make good or better progress
- ensure that all the children who are at the early stages of learning English as a new language are supported adequately, including through bilingual teaching where needed.

Achievement and standards

Children make satisfactory progress overall. The majority of children enter the nursery with low English language and social skills. By the end of reception they have made satisfactory progress. Most are working towards the learning goals that are expected of children of this age.

In Years 1 and 2, children continue to make satisfactory progress. They learn their letters, sounds and key words well. In the nursery and reception classes and in Years 1 and 2, some children could do better. The lack of bilingual support and the insufficient focus in teaching on extending children's thinking

and in promoting their speaking skills limits their progress. In Years 3 to 6, children make good progress, even though standards are below the national average by the end of Year 6. Children from Indian and Pakistani backgrounds often make better progress than other minority ethnic groups. Children with special educational needs make satisfactory progress. Most children make satisfactory progress overall in their basic skills. The higher attaining children do well overall, but they occasionally lack confidence and the skills to work independently.

Grade: 3

Personal development and well-being

The children are very positive about school. They enjoy learning and taking part in activities outside of lessons. Most try their best in lessons and are keen to take responsibility for their own learning, when they are given the opportunity to do so. Behaviour throughout the school is good. In lessons and around the school, children get on well with each other and usually work and play together harmoniously. The school council gives children a good experience of working together for the benefit of the community. Attendance is well below the national average, but it is getting better because the school is working hard to promote it.

Children's spiritual, moral, social and cultural development is promoted well. The school celebrates the wide variety of cultures and languages and the children have obvious respect for others' beliefs and customs. They say, for instance, that they love to learn about each other's religions. They develop self-esteem and confidence because their different achievements are valued and rewarded. For example, the children are proud to receive awards in assembly. Children understand well how to keep safe and healthy. They learn, for instance, about the importance of having a diet which includes fruit and water.

Grade: 2

Quality of provision

Teaching and learning

The quality of teaching and learning are satisfactory. The best teaching is in Years 3-6, where the lessons are usually stimulating and challenging. In these lessons the teaching is tightly structured to match the needs of the children. The children generate ideas effectively with their 'talking partner' and in small group work. This promotes their learning well, especially for those who are learning English as a new language. However, in the Foundation Stage and sometimes in Years 1-2, the teaching is not always challenging or stimulating enough.

In most classes, the teachers have a good understanding of where children are up to and what they need to do next. They regularly assess how well children are doing and share with them how they might improve, through marking and setting targets with them. This is least effective for the younger children who cannot always read the teachers' comments.

Children with special educational needs are generally suitably taught and their individual needs are effectively met, often through the well-deployed teaching assistants.

Grade 3

Curriculum and other activities

The school's curriculum is satisfactory overall and all statutory requirements are met. Careful, comprehensive record keeping ensures that children are kept on track and teachers monitor children's work thoroughly. In some year groups, particularly in the nursery and reception classes and in Years 1-2, more needs to be done to ensure that all individual needs are met

The curriculum is successfully enriched with a wide range of out of school activities. Children say they enjoy such activities as choir, French and Spanish clubs, netball, rounders and athletics. During the inspection, for instance, children enjoyed a coaching session with staff from Bolton Wanderers football club. Children are taught how to make healthy food and lifestyle choices. Adults ensure that all children feel safe and cared for in school.

Children are taught effectively to be self confident and to share and work together harmoniously. However, there are too few opportunities for children to participate in enterprise activities and to develop their understanding of business and economic activities.

Grade 3

Care, guidance and support

The school takes very good care of all its children. The staff are skilled in supporting and caring for the very wide range of children's languages, cultures and backgrounds. Teachers know what the children can do and show them how to improve. Children are given targets in reading, writing and mathematics. There is good support for fostering the children's basic skills but insufficient classroom bilingual support. The school works hard to improve attendance and is being successful. Children like and trust their teachers and work hard for them. Procedures for child protection are good. The school has a strong caring ethos, which is evident in all aspects of its work.

Adults use praise well when children show positive attitudes, politeness and consideration. These qualities serve children well in preparation for the next stages in school and the wider world. The awareness of the misuse of drugs, keeping fit and healthy and eating a well-balanced diet is carefully taught.

Grade 2

Leadership and management

Leadership and management are good. The senior management team is relatively new and has made remarkable progress in a short time. The headteacher and other key staff have established a clear vision for the school. The school values the contributions made by all children and encourages them to succeed and overcome any barriers to learning.

Regular and rigorous evaluation of the work of the school is a particular strength of the senior leadership team, and indicates a clear capacity for further improvement. Teachers are well supported and expectations are high. There is a clear focus on improving teaching and learning and, consequently, standards are rising.

The governing body fulfils well its statutory responsibilities. Governors are supportive and well informed, and ask challenging questions that help the school move forward. The budget is carefully managed and a previous budget deficit has been resolved. Value for money is satisfactory.

Parents, children and governors are consulted about aspects of school provision. The vast majority of parents are very satisfied with the quality of education provided by the school.

Grade: 2

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about HMI-led Ofsted inspections', which is available from Ofsted's website: www.ofsted.gov.uk.

INSPECTION JUDGEMENTS

Key to judgements: Grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate.	School Overall
---	-----------------------

OVERALL EFFECTIVENESS

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3
How well does the school work in partnership with others to promote learners' well-being?	2
The quality and standards in the Foundation Stage	3
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	Y
Effective steps have been taken to promote improvement since the last inspection	Y

ACHIEVEMENT AND STANDARDS

How well do learners achieve?	3
The <i>standards</i> reached by learners	4
How well learners' make <i>progress</i> , taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and disabilities make progress	3

PERSONAL DEVELOPMENT AND WELL-BEING

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
The extent to which learners make a positive contribution to the community.	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	3

THE QUALITY OF PROVISION

How effective are teaching and learning in meeting the full range of learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	3
How well are learners cared for, guided and supported?	2
How well does the provision promote the well-being of learners?	2

LEADERSHIP AND MANAGEMENT

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
The adequacy and suitability of staff to ensure that learners are protected	Y

The extent to which schools enable learners to be healthy	Yes/No/NA
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are taught about sexual health risks	Yes
Learners are encouraged and enabled to eat and drink healthily	Yes
The extent to which providers ensure that learners stay safe.	Yes/No/NA
Procedures for Child Protection meet the requirements of <i>Working Together to Safeguard Children</i>	Yes
Learners are taught about key risks and how to deal with them	Yes
How well learners enjoy and achieve	Yes/No/NA
Support is given to learners with poor behaviour and attendance	Yes
Learners' personal and academic development are monitored	Yes
The extent to which learners make a positive contribution	Yes/No/NA
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, are consulted when key decisions affecting them have to be made and their views are listened to	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
The extent to which schools enable learners to achieve economic well-being	Yes/No/NA
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop their enterprise and financial skills, and work in teams	No
Education and training for all learners in 14-19 is co-ordinated to give experience of work based learning	N/A

Alexandra House T 0207 421 6800
33 Kingsway F 0207 421 6707
London WC2B 6SE www.ofsted.gov.uk



Brandwood Primary School
Brandwood Street
Bolton
Lancashire
BL3 4BG

24 May 2005

Dear Children

As you know, a team of school inspectors visited your school recently to find out if the school is giving you the education you should receive.

First of all, thank you very much for welcoming us to your school so well. We enjoyed talking to you about your work and finding out about the things you like doing.

I am pleased to say that the school has many strengths as well as some areas for improvement. These are the things that we particularly felt were good:

- The school is a happy place where you enjoy learning.
- You know how to improve your work.
- Most of you behave well and get on with one another well.
- The school cares for you all equally well.

We have asked your teachers to improve some things to make your school even better. These are:

- We would like those of you who are learning English as a second language to have more help.
- We would like the teachers to help the children in the nursery and reception classes and in Years 1 and 2 to make better progress.

Thank you for helping us with the inspection of the school. We hope that you will carry on enjoying lessons and continue to help your teachers to make Brandwood Primary School a good place to learn.

Yours sincerely

Anna Dawson

Lead inspector