



Brudenell Primary School

Inspection Report

Unique Reference Number 107885
LEA Leeds
Inspection number 277858
Inspection dates 22 May 2006 to 23 May 2006
Reporting inspector Mr Keith Bardon CfBT Lead Inspector

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

Type of school	Primary	School address	Welton Place
School category	Community		Leeds
Age range of pupils	3 to 11		West Yorkshire LS6 1EW
Gender of pupils	Mixed	Telephone number	0113 278 5168
Number on roll	254	Fax number	0113 278 5168
Appropriate authority	The governing body	Chair of governors	Ms L Best
Date of previous inspection	20 September 1999	Headteacher	Ms Liz Campbell

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

This is an average sized inner city primary school, which serves a socially and economically deprived area. A large proportion of pupils are from minority ethnic backgrounds, predominantly Pakistani. Two thirds of pupils speak a language other than English at home. Many children enter school with poor communication skills and a minority of pupils of all ages are at an early stage in learning English. The proportion of pupils with learning difficulties and/or disabilities is average. The school is a resource base for pupils with profound and multiple learning difficulties. The base was not inspected at this time. In September 2004, the school took in pupils from a nearby school which had closed. A substantial number of pupils join and leave the school at various stages in their primary education. The school regularly takes in children from two women's refuges which are nearby. A small number of pupils from refugee families have recently joined the school.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Inspectors agree with the school's own evaluation that Brudenell Primary is a good school with outstanding features. Pupils' achievement is good. As a result of the effective teaching they receive, pupils of all ages make sustained progress and standards rise from a very low starting point in Nursery to broadly average by the end of Year 6. Provision in the Foundation Stage (Nursery and Reception) is good and children make substantial gains, but they have a lot of ground to make up and many are still some way short of the levels expected by the end of Reception. Pupils from different backgrounds get on well together. The behaviour of most pupils is good. Attendance is low. This is due to religious observance, and a minority of pupils who do not attend often enough or make extended visits abroad. However, the school is doing all it can to promote pupils' good attendance. Teaching is good but some lessons move too slowly and pupils' ideas are not always followed up. The curriculum is interesting and pupils enjoy learning. Whilst information and communication technology (ICT) is used effectively in English and mathematics lessons, pupils do not get enough opportunities to use it in other subjects. The school takes outstandingly good care of its pupils. They are kept safe and secure and receive extensive support and guidance. Parents and pupils hold very positive views of the school which are fully justified. The school has extensive links with other organisations which add considerably to the school's own provision. The headteacher and senior staff provide the school with high quality leadership. They have successfully brought the school through a period of substantial change. More developments are planned and the school is well placed to make further improvement. Management is good, although it requires some reorganisation to ensure it meets the school's future needs. Governors support the school and monitor its work well. The school provides good value for money.

What the school should do to improve further

- Reorganise management responsibilities to make full use of the skills and expertise of all staff, and to ensure that the school has the management structure it needs to fully implement its plans for future development.
- Ensure that time is used consistently well in lessons and that teachers make full use of the contributions pupils make to extend their learning.
- Provide pupils with more opportunities to use ICT in all subjects.

Achievement and standards

Grade: 2

Pupils' achievement is good and by Year 6 standards are broadly average. Children often have poor communication skills when they start school and their personal, social, and mathematical skills are weak. Despite making good progress in the Foundation Stage, most children do not attain the standards expected by the end of Reception. Although pupils make good gains in their knowledge, understanding and skills in Years 1 and 2, standards are below average at the end of Year 2. In recent years, there has

been a decline in the test results of Year 2 pupils, although this is partly due to changes teachers made to assessment procedures. The school has put strategies in place to reverse this fall and the early indications from this year's assessments point to a clear improvement in standards. After two years in which the performance of Year 6 pupils in the national tests had been above average, results fell and were below average in 2005 because a number of the boys underachieved. Measures have been put in place to support boys' learning and to ensure this does not happen again. As a result, both boys and girls are achieving well in Years 3 to 6 and making equally good progress. As a consequence of boys' poor results and a late influx of pupils, the school missed the targets it had set for pupils' performance. The school has set challenging targets for 2006 and pupils and teachers have worked hard to meet them. From speaking limited English when they first join the school, many pupils from minority ethnic backgrounds make substantial gains and leave the school with competent literacy and other skills. Pupils with learning difficulties and/or disabilities make good progress towards the targets set for their learning.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Pupils behave responsibly around school and most have positive attitudes. Instances of challenging behaviour from some older children are being tackled by excellent work from the learning mentors and pupils report that behaviour 'has improved a lot this year'. Pupils enjoy their lessons and with few exceptions readily join in all activities. Most pupils attend school regularly, except when observing religious festivals, but there is a minority who, despite the school's best efforts, spend too much time away from school. Pupils' spiritual, moral, social and cultural development is good. Pupils reflect on the importance of good relationships and their responsibilities to one another during class discussions and in assemblies. All pupils work harmoniously, regardless of race, creed or background. Pupils show a very secure understanding of the importance of healthy eating and lifestyles and speak enthusiastically about the good range of sporting activities. They feel safe in school and recognise the importance of behaving responsibly. 'There's always someone you can tell and you know it will be dealt with', said one pupil. Through the school council they learn to make a positive contribution to their community by, for example, improving the range of equipment for activities at lunchtimes. The strong emphasis the school places on basic literacy, numeracy and ICT skills helps to provide a solid platform for pupils' future well-being.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good. Pupils make good progress because lessons are well planned and structured, with a clear focus that is shared and discussed. Literacy and numeracy are given a high priority and are developed in all subjects. Most

teachers use a variety of interesting activities, making good use of interactive whiteboards. Tasks are well matched to pupils' abilities. Practical activities help motivate pupils and there are good opportunities for speaking and listening. In an excellent lesson, Nursery children developed their listening skills through music and language activities. Most lessons are conducted at a brisk pace, but occasionally time is not used well and learning slows. Discussion between teachers and pupils is often lively and productive but in some lessons teachers miss chances to extend the ideas which pupils suggest. Well established routines and effective use of praise create a positive, secure atmosphere. Teachers use their good subject knowledge really well. Skilled teaching assistants make a very positive contribution to pupils' progress. Classrooms are bright and colourful and provide a stimulating environment. Pupils' progress is assessed rigorously and marking is accurate and thorough. Teachers celebrate pupils' achievements and give regular guidance and advice. Pupils value this help which gives them a focus on how to improve.

Curriculum and other activities

Grade: 2

The curriculum is good. It meets statutory requirements and provides well for pupils' different needs and cultural identities. Effective links between curriculum areas support pupils' personal development. Personal, social, health education and citizenship lie at the heart of the curriculum. They provide practical support to pupils and are making a valuable contribution to their emotional health and well-being. The curriculum for pupils with learning difficulties and/or disabilities and for those pupils who are at an early stage in learning English is planned carefully to meet their individual needs and gives them full access to all activities. There is good provision for literacy and numeracy but the use of ICT across the curriculum is still developing. Though improving, it does not yet give pupils a sufficiently regular experience. Pupils benefit from the many opportunities planned to enrich their learning. They enjoy the skills and qualities brought by visitors to the school and take part in regular educational visits, including a residential visit in Year 6. The Foundation Stage curriculum is good. Well-planned activities ensure that children make an effective start to their learning at school.

Care, guidance and support

Grade: 1

Care, guidance and support are outstanding. Procedures for child protection are extremely well established. Adults are fully aware of their responsibilities and designated staff deal with issues sensitively. Thorough checks are made on adults who work with the pupils. Vulnerable pupils or those at risk are identified early and supported quickly. Very careful attention is paid to health and safety, and risk assessments are meticulously carried out and recorded. Every effort is made to promote good attendance and it is extremely difficult to see what else the school can do. Well structured induction procedures make sure that children settle into school with ease and the school does all it can to prepare the pupils for their move to secondary education. Support and guidance for pupils' academic progress is exemplary. The school collects detailed

information and uses it extensively to track individual pupils' progress towards their targets and to plan for their further learning. Pupils with learning difficulties and/or disabilities are provided with precise individual education plans with clear targets which are reviewed regularly. The support provided for these pupils and for those who are at an early stage of learning English is extremely well organised and highly effective. The school works very closely with a wide range of outside agencies to provide additional support for pupils when necessary.

Leadership and management

Grade: 2

The quality of leadership provided by the headteacher is outstanding. Her strong and clear direction helps this complex school respond fully to diverse community needs. The able support of the senior management team has helped bring the school smoothly through its reorganisation. Staff work as a team, sharing a common vision for the school. Despite many changes, the school has improved at a very good pace. Good management sees the school run smoothly. All staff with responsibilities carry out their duties competently. However, the present structure places a heavy workload on the three senior managers and more could be made of the skills of other members of staff. Early signs of pupils' underachievement can go undetected until they are picked up by a member of senior management. When weaknesses are detected, such as a recent deterioration in pupils' reading, senior staff act quickly. They make sure that steps are taken to improve things across the school. The need to restructure management responsibilities has been recognised and is being planned for. The school has a very positive ethos. The way in which each pupil is included fully in all opportunities is exemplary. Systems for checking the work of the school are thorough. Senior staff and governors have a clear vision for the school's future and its capacity to improve is good. The school benefits from a conscientious and knowledgeable governing body which supports its work well. Parents and pupils are consulted regularly and close attention is paid to their views.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2	NA
How well does the school work in partnership with others to promote learners' well-being?	1	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	2	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

How well do learners achieve?	2	NA
The standards ¹ reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	2	NA
How well learners with learning difficulties and disabilities make progress	2	NA

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	1	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	2	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	2	NA
How well are learners cared for, guided and supported?	1	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	2	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1	NA
How effectively and efficiently resources are deployed to achieve value for money	2	NA
The extent to which governors and other supervisory boards discharge their responsibilities	2	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you very much for the very friendly welcome you gave us when we visited your school recently. Although we were with you for only two days, we thoroughly enjoyed finding out about the work you do, and a special thanks to those who talked with us about the school. Brudenell Primary is a good school and we can understand why you enjoy it so much.

These are the things we particularly liked about the school.

- You are happy at school and everyone gets on well.
- You make good progress because teachers make learning interesting and enjoyable.
- Adults take extremely good care of you and are always there to help if you are having any difficulties.
- You try hard in class and most pupils behave well.
- You have an excellent understanding of what helps to keep you healthy and know how to stay safe.
- Through the school council you are learning to make sensible decisions that benefit everyone.
- You know what to do to improve your work because teachers make this clear in their marking.

We also looked at what the school might do to improve. Here are the things we suggested the school should do.

- Ensure that everyone works hard for the entire lesson and that you have opportunities to explore your own thoughts and ideas.
- Give you more opportunities to use computers in different subjects.
- Get ready for the future by looking at how the school is run and making any changes that are needed.