



# Brady Primary School

## Inspection Report

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**Unique Reference Number** 102314  
**Local Authority** Havering  
**Inspection number** 286336  
**Inspection dates** 12–13 March 2007  
**Reporting inspector** Peter Sudworth

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

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<b>Type of school</b>	Primary	<b>School address</b>	Wennington Road
<b>School category</b>	Community		Rainham
<b>Age range of pupils</b>	4–11		RM13 9XA
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01708 555025
<b>Number on roll (school)</b>	119	<b>Fax number</b>	01708 555025
<b>Appropriate authority</b>	The governing body	<b>Chair</b>	Mr D Saunders
		<b>Headteacher</b>	Mr T Bradbury
<b>Date of previous school inspection</b>	6 December 2004		

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## Introduction

The inspection was carried out by two Additional Inspectors.

## Description of the school

Most pupils in this one-form entry school are White British. About one-fifth are from a range of other minority ethnic groups. Two pupils are at an early stage of learning English. The percentage of pupils with learning difficulties and disabilities is about the national average. The proportion of pupils entitled to free school meals is below average. Children's attainment on entry to the Reception class is below expectations in aspects of language and mathematics.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 3

This is an improving school that provides a satisfactory education for its pupils. Its previous designation as having serious weaknesses no longer applies. The enthusiasm of staff and the well taken advice from external professional services have helped the school to take good strides forward. The effect can be seen in improved attendance and good teaching and learning which is leading to better progress and pupils' enhanced enjoyment of school. The staff's combined teamwork and enthusiasm are now driving the school forward at a faster rate than before. Much improvement has been made since the last inspection. This indicates that it has a satisfactory capacity to improve further. Parents' comments such as 'Brady Primary School has really improved' and 'The school is back on track' echo the views of several parents.

This is an inclusive school that caters well for a wide range of abilities and special needs, including physical difficulties. The curriculum is satisfactory and becoming more imaginative. Provision and achievement in the Foundation Stage are satisfactory. Some specialist lessons in the neighbouring secondary school enhance learning. The school has good links with the local community and also with parents. Parents make a positive contribution to the school's development. Most of them find staff approachable, kind and helpful. Pupils' personal development is good. Pupils behave extremely well, not only because they are well managed, but also because they find lessons interesting. They know how to keep themselves safe and how to live healthily through correct food choices and regular exercising. Through their various responsibilities, pupils play an important role in the smooth running of the school community.

Pupils' achievements are satisfactory and attainment is broadly average but improving in both respects because of the good teaching which generally matches the work well to pupils' capabilities. However, there is some inconsistency in the quality of teachers' records and their use between different classes. Consequently, they are not always able to plan successfully for the next steps in pupils' learning.

Care and guidance are satisfactory with a particular strength in the way that staff care for pupils with severe disabilities. Pupils are soundly prepared for their future education and life beyond school.

The school is led and managed satisfactorily. Leadership is developing further with the injection of new ideas from recently appointed staff at senior level. This is leading to higher expectations of what is possible. The governing body plays a supportive role in this and is increasingly effective as the 'the critical friend'. Leadership recognises that it still needs to make better use of data tracking records through improvements in both their analysis and use. Staff are keen to do more and are energised to improve the school even further.

### What the school should do to improve further

- Raise attainment further by making better use of data across the school to ensure that pupils make good progress;

- Ensure a greater consistency in the quality of teachers' records so that they can be used more effectively in planning for the next steps in pupils' learning.

## **Achievement and standards**

### **Grade: 3**

Standards are broadly average and achievement is satisfactory. Children achieve satisfactorily in the Reception class. About two-thirds of them reach the expectations for the end of the Foundation Stage. Progress accelerates in Years 1 and 2 and pupils develop a good base for later learning. Most Year 2 pupils reach expectations for their age though few have reached the higher level. Year 6 pupils have generally made satisfactory progress and reached broadly average standards.

Improved teaching is bringing about better overall achievement but this is yet to be seen in improved results. Pupils' work indicates that they are making improved progress in key skills as they move up through the school. They demonstrate increasing confidence in understanding their work as they build on previous learning.

Improvements in Year 6 test results look likely. More pupils are working at the higher level than ever before. Pupils with learning difficulties and disabilities and from ethnic minorities make similar rates of progress to other pupils.

## **Personal development and well-being**

### **Grade: 2**

Pupils' spiritual, moral, social and cultural development is good. Pupils are happy, polite, helpful and keen to learn. Behaviour is excellent. Pupils have a good understanding of fairness. They enjoy school shown in their improving attendance which is now satisfactory. Pupils have very positive relationships with staff.

Pupils understand how to keep themselves safe and live healthily. Parents report that their children tell them how to make their packed lunches healthy. Pupils have established their own healthy tuck shop which develops their financial and enterprise skills well. Older pupils take part in inter-school sports competitions including some at the secondary school. These assist their local community links and preparation for the next stage of education. The very active and persuasive school council develops pupils' understanding of democracy well. The equally effective Year 6 'Head Pupils' Cabinet' presents ideas to senior staff based on their own surveys of fellow pupils, influencing changes such as the request for a bike shed and ensuring a litter free site.

## Quality of provision

### Teaching and learning

#### Grade: 2

New staff and fresh ideas have invigorated teaching and are seen in the improvements in pupils' work and their accelerating progress. Teaching and learning are satisfactory in the Foundation Stage and improving as experience is gained.

Lessons are generally well planned. Classes are managed sensitively leading to a very good working atmosphere. Consequently, pupils are cooperative and cover a good amount of work. Marking is up to date. Well chosen comments on pupils' books frequently help them to improve their work. Effective use of paired and group discussions in lessons supports pupils' speaking and listening skills well. Teaching is often imaginative. Year 6 pupils wore specially made top hats when they were focusing on correct grammatical speech in an English lesson. Pupils use individual white boards to good purpose and this ensures that they are constantly noting down responses to teachers' questions and kept active in their learning. Teaching assistants are well deployed in lessons and effective in small group work.

### Curriculum and other activities

#### Grade: 3

The Foundation Stage curriculum is soundly planned but the over-formal organisation of some activities restricts opportunities for children to initiate their own learning. Nevertheless, good provision for independence is provided in the well planned external area. Elsewhere there is still more work to be done to secure a better balance between the core and foundation subjects. Some interesting beginnings have been made. Links between history and English enable pupils to write as if they are living in the historical period itself. This gives a purpose to writing and enables pupils to research and draw on their historical knowledge. Pupils' engagement in reading activities with visitors and some shared lessons with students at the secondary school provide a good practical contribution to pupils' personal and social development.

The good range of after-school activities enhances pupils' interest in school but there are few opportunities for younger pupils. The provision for pupils with learning difficulties and disabilities and English as an additional language is good. Pupils who are gifted and talented increasingly take advantage of extra opportunities available locally.

### Care, guidance and support

#### Grade: 3

Arrangements to promote good behaviour and improve attendance are very effective. Good supervision arrangements contribute to happy playtimes. Child protection arrangements and attention to the health and safety of pupils and their general welfare are satisfactory. The school has not been vigilant enough in monitoring some aspects

of health and safety and some ancillary staff have not been trained in child protection matters. The very good links with external agencies combined with the expertise of staff ensure good support for pupils with learning difficulties and disabilities. Pupils are well supported when starting school and when transferring to secondary school.

Foundation Stage staff's careful observations of individual children's aptitudes in different tasks support accurate recording of their progress. Elsewhere, records vary in quality, lack a whole school approach and cannot always easily be used to plan next steps in learning. Senior leaders keep a regular check on pupils' progress but rigorous use of this assessment information to set targets and raise standards even further is at an early stage of development.

## **Leadership and management**

### **Grade: 3**

The headteacher delegates effectively and sets an atmosphere in which good team work can prosper. The recent arrival of an imaginative deputy head and re-organisation of the strategic teaching team have resulted in improved oversight of the school's work. Core subject leaders are more active in monitoring teaching and learning. This has contributed to the improved quality of teaching and better progress. Subject leaders are developing their subjects well. They recognise and are aware of refinements and developments still required, for example, in addressing the variable format and use of record keeping between classes and a greater rigour in tracking pupils' progress across the school.

The governing body has a sound understanding of the school's strengths and areas for development. It is becoming increasingly confident in challenging decisions but it is not yet proactive in school planning processes. The school has been keen to seek advice. The contribution of the local authority has been very significant in the school's big improvement in teaching and learning. The school's self-evaluation procedures draw on a satisfactory range of evidence. The school improvement plan contains the right priorities for development. It is of a satisfactory quality but it does not emphasise enough the anticipated outcomes of the initiatives for learners. It is clearly used as a working document but it is not organised well enough for easy reference.

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## Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	<b>School Overall</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	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	3
The capacity to make any necessary improvements	3
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

<b>How well do learners achieve?</b>	3
The standards <sup>1</sup> reached by learners	3
How well learners make progress, 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

<b>How good is the overall personal development and well-being of the learners?</b>	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
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

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	2
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3
<b>How well are learners cared for, guided and supported?</b>	3

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

## Leadership and management

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3
How effectively and efficiently resources, including staff, are deployed to achieve value for money	3
The extent to which governors and other supervisory boards discharge their responsibilities	3
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

## **Text from letter to pupils explaining the findings of the inspection**

We very much enjoyed our visit. Thank you so much for talking to us about your work and what you do. We think that the school has made good progress since its last inspection and provides a satisfactory education for you. We were extremely impressed with your behaviour and the range of responsibilities that you have, for example as members of the school council and as playground helpers. You are developing well as young people.

Teaching is good overall and speeding up your rate of progress. Teachers go to much trouble to make sure that the work is suitable for each one of you and to make the learning interesting. This helps you to take much interest in what you do. You apply yourselves thoughtfully in lessons and take a good part in them by answering questions and contributing to discussions. We were very interested in the top hats that you made and wore in Year 6 to remind you how to speak in grammatically correct English. Most of you make satisfactory progress and reach expected standards for your age. Some of you are doing really well and are reaching the higher levels. The curriculum is soundly organised and becoming more imaginative. You clearly enjoy the extra activities after school. The care arrangements are satisfactory. We think that some staff could improve the way they keep records of your progress and that the school can make better use of records in planning your next steps in learning. The school is satisfactorily led and managed.

We wish you well for the future and hope that you will continue to work hard to achieve your ambitions.

Yours sincerely,

Peter Sudworth Lead inspector