

# Bramhope Primary School

## Inspection report

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<b>Unique Reference Number</b>	107882
<b>Local Authority</b>	Leeds
<b>Inspection number</b>	287939
<b>Inspection date</b>	7 June 2007
<b>Reporting inspector</b>	Amraz Ali

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 category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number on roll</b>	
School	239
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Gill Pinches
<b>Headteacher</b>	Mrs Pauline Lawson
<b>Date of previous school inspection</b>	7 October 2002
<b>School address</b>	Tredgold Crescent Bramhope Leeds West Yorkshire LS16 9BR
<b>Telephone number</b>	0113 2141037
<b>Fax number</b>	013 2141076

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## Introduction

The inspection was carried out by one Additional Inspector.

## Description of the school

Bramhope Primary School is an average-sized school. Most pupils are from a White British background with approximately 10% from other backgrounds. Many pupils come from relatively advantaged backgrounds. The percentage of pupils eligible for free school meals is very low, as is the proportion of pupils with learning difficulties and/or disabilities. There are 40 pupils allowed to be admitted each year which results in seven of the nine classes combining pupils of mixed ages.

## Key for inspection grades

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

## Overall effectiveness of the school

### Grade: 2

Bramhope Primary is a good school with many outstanding features and it provides good value for money. The school's excellent curriculum and outstanding care, guidance and support effectively lead to pupils' outstanding personal development and well-being. Parents value this when they speak of how effectively the school works to develop 'well rounded' children who thoroughly enjoy their learning.

Pupils enjoy coming to school and appreciate the many additional activities it provides. This is reflected in their consistently well above average attendance rates. They say they feel safe and happy and that the rare instances of bullying are dealt with swiftly by staff. They add, 'It's a fun place where we know everyone and everyone gets on well together.' Older pupils relish the opportunity to take responsibility to support the younger pupils in their role as 'friends@play.' Pupils know how to keep safe and are aware of the benefits of healthy eating and exercise. Behaviour in and around school is good. Relationships between staff and pupils are based on a mutual feeling of respect and understanding. Pupils are proud of their school and willingly take on responsibilities as school councillors, where they have real opportunity to help their peers through their regular 'council surgeries'. They have a budget which they use carefully to enhance play provision and plan improvements such as the 'health challenge' on which they are currently working.

Good teaching results in good progress overall and standards that are well above average. However, results in English have not always been as consistently high as in mathematics and science. This is because not all of the oldest pupils who are capable of attaining at the highest levels in writing always do so. In addition, some pupils at the early stages of learning to write do not always progress fast enough. Pupils across the school receive a great deal of support from very effective teaching assistants, which helps their progress. Provision for children in their Reception Year is good and gives all of them a really good start to their education. The excellent relationships and care result in children making good progress.

The school's curriculum is excellent in the way it helps promote effective learning and influences pupils' personal development. Its breadth and richness ensure all pupils enjoy a very wide range of interesting and effective activities. Leadership and management are good, and exceptional in their forging of effective partnerships with others to promote learners' personal development. The headteacher shows outstanding energy and commitment and, together with her team, works effectively to ensure that pupils benefit from their time at Bramhope. The governing body offers outstanding support and is effective in monitoring the school's performance. The school has made good improvement since the last inspection. The self-evaluation of its work overestimates the overall quality of its teaching and its leadership and management. In spite of this, it knows itself well, and, given improvements in its performance, it has excellent capacity for improvement.

### What the school should do to improve further

- Improve attainment in writing with a particular focus on older more able pupils and those at the early stages of writing.

## **Achievement and standards**

### **Grade: 2**

Pupils begin their Reception year with knowledge, skills and understanding that are well above those expected for their age. By the time they leave in Year 6 standards are well above average because pupils make good progress across the school. Pupils achieve well in the Reception year because of good quality teaching and care. Progress is good through Years 1 and 2, and recent developments in writing are beginning to have an impact on standards, particularly for boys who in the past have not always done as well as the girls. Progress is particularly strong in reading because of the school's focus on basic skills and the support pupils receive in their homes. Pupils make good progress between Year 3 and Year 6, and this is particularly strong in mathematics and science where a significant number reach the higher Level 5. Pupils with learning difficulties and/or disabilities and those pupils who have English as an additional language similarly make good progress during their time at the school.

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

### **Grade: 1**

Excellent relationships and high expectations of pupils have helped to create a 'family' ethos and a culture that ensures that all pupils thoroughly enjoy their learning and develop as very well rounded individuals. The good range of sporting activities contributes very well to this and the school has recently been re-accredited to Activemark Gold. Pupils are encouraged to take responsibility as school councillors and are given a voice in the running of the school. They contribute well to the school and wider community. The provision of spiritual, moral, social and cultural development is outstanding and results in pupils being able to reflect on issues and sensitively talk about other cultures and social issues. Pupils leave the school as mature and confident individuals with personal and academic skills that will be valuable in later life.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 2**

The quality of teaching and learning is good overall with some outstanding features. Very good relationships and clear expectations allow pupils to succeed in their learning. Good teaching typically includes a sharp focus on basic skills and clear learning intentions. Planned learning is made practical and engaging. A common approach that pupils say they enjoy is 'hot seating', where they become famous characters from history or literature, which has made their learning memorable and fun. The good use of electronic 'smart boards' to make teaching interesting ensures that pupils remain engaged and motivated. Good questioning by confident teachers and teaching assistants ensures that any misunderstandings are quickly dealt with. Pupils say that their teachers always have time for them and are always willing to give them extra help. The skills of teaching assistants are used exceptionally well to support pupils who need extra help and to deliver specialist instruction, such as in information and communication technology (ICT).

## **Curriculum and other activities**

### **Grade: 1**

The outstanding curriculum is very effectively enriched and adapted to provide maximum enjoyment for all pupils without distracting from the high priority given to developing the basic skills of literacy, numeracy and ICT. Particularly strong features include visits and the contribution of visitors to the school. For example, pupils talk enthusiastically about their work on 'The Tempest' which was brought to life for them by a visiting theatre group. Annual residential visits for the older pupils successfully develop their independence and social skills and they are enjoyed by all. The huge array of lunchtime and after school activities draws effectively on many members of the school staff and community who willing share their skills with pupils. Examples are the knitting, gardening and maypole dancing clubs which pupils say they love. The Foundation Stage curriculum is a good and provides a wide range of focussed and independent activities which successfully develop basic skills to give pupils a very firm foundation with which to continue their learning.

## **Care, guidance and support**

### **Grade: 1**

Pupils are very well cared for in a happy and friendly environment. Relationships are outstanding, pupils feel safe and secure and say that, 'grown ups listen and help you sort out any problems'. Child protection and other checks to safeguard pupils' health, safety and well-being are in place. The school responds at an early stage to pupils with learning difficulties and/or disabilities by providing extra support or involving other agencies when appropriate. As a result these pupils are fully included in all activities and make good progress. There are particular strengths in the work of the learning mentor and the work done to nurture and support individual pupils experiencing personal problems. Assessment is well used to identify the needs of children who have learning difficulties and/or disabilities and to set them targets and monitor their progress. Marking of pupils' work is encouraging, supportive and ensures that pupils usually know what they need to do to improve their work.

## **Leadership and management**

### **Grade: 2**

Leadership and management are good with some outstanding features.

The leadership, vision and commitment of the headteacher is outstanding and has been particularly successful in securing strong team work and high levels of commitment from all staff. This has led to very positive pupil attitudes, resulting in pupils enjoying their work and learning. Very effective partnerships with other schools and the community have helped to enhance the curriculum and the involvement of parents and carers in the education of their children. The work of leaders at all levels is developing and, as a consequence, they have a good awareness of how effective the school is and what the priorities are for improvement. Resources are very well used and the school has excellent capacity to improve. Governance is outstanding because governors have a detailed understanding of what it is like for pupils at the school and they use this information to inform their decision making and to provide appropriate challenge to the school. Although some parents would like their views sought more effectively, the school works hard to provide an open door approach and does seek parents' views and holds information evenings which are well attended.

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## Annex A

## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<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>	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	1
Effective steps have been taken to promote improvement since the last inspection	Yes

### Achievement and standards

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

### Personal development and well-being

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

### 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>	1
<b>How well are learners cared for, guided and supported?</b>	1

<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.



## Annex A

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively performance is monitored, evaluated and improved to meet challenging targets	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, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

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**Annex B****Text from letter to pupils explaining the findings of the inspection**

Thank you for making us so welcome in your school. You were all very friendly and helpful. We thought you would like to know that we agreed with what you told us - Bramhope Primary School is a good school. It was obvious from talking to you that you are really happy, enjoy your lessons and have great fun at school. You were all very polite and we could see that your behaviour is good.

These are the other things we liked about your school and what pleased us most:

- your teachers take very good care of you and work hard to make sure you are all safe and happy
- the things you learn in your lessons and all of the clubs you can go to are outstanding
- you all make good progress and achieve well
- your parents are very pleased with the school and like to help in school.

To make things even better for you we have asked your headteacher and teachers to help you improve your writing, especially for some of the more able older pupils and those just learning to write. I am sure that you will all continue to work hard and enjoy your work.