

Bramley Primary School

Inspection report

Unique Reference Number	107961
Local Authority	Leeds
Inspection number	309550
Inspection dates	22–23 April 2008
Reporting inspector	Bernard Jones

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School	272
Appropriate authority	The governing body
Chair	Mr David Kershaw
Headteacher	Mr David Harrison
Date of previous school inspection	19 January 2004
School address	Fairfield Hill Bramley Leeds West Yorkshire LS13 3DP
Telephone number	0113 2146169
Fax number	0113 2295050

Age group	3–11
Inspection dates	22–23 April 2008
Inspection number	309550

© Crown copyright 2008

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 Education Act 2005, 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 carried out by three Additional Inspectors.

Description of the school

This is a larger than average sized school set in an area of very challenging social circumstances. The large majority of pupils come from White British backgrounds. A few Eastern European pupils who are new to the country have recently been admitted. The proportion of pupils entitled to a free school meal is well above average. The proportion with learning difficulties and/or disabilities is much higher than average and there are a few pupils with statements of special educational need.

The school has attained the Advanced Healthy Schools accreditation, the International Schools Award, the Active Mark and is currently working towards the Arts Mark.

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 a satisfactory school which gives satisfactory value for money. Pupils' personal and social development is a strength. There is an emphasis on developing pupils' sense of responsibility and this is reflected in their good behaviour. Parents describe their overwhelming satisfaction with the work of the school, expressing appreciation for the loyalty and hard work of the staff and the leadership of the headteacher. They appreciate the safe and happy environment where pupils are taught to help each other. Pupils show a positive and friendly approach to visitors. They enjoy school as a result of the good pastoral care they receive. Pupils are encouraged to do well and are rewarded for their good efforts. However, there are too many inconsistencies in the quality of help and information they are given about how they can improve their academic work. Pupils make informed choices about healthy lifestyles. They are adequately prepared in Year 6 to move on to secondary education.

Standards at the end of Year 6 are not high enough in the core areas of English and mathematics. However, they are improving slowly and are higher than recent school results in national tests. Standards are still well below average at the end of Year 6, but this reflects satisfactory achievement in relation to pupils' starting points in Year 1. Lower ability pupils and vulnerable children also make satisfactory progress. They are helped by booster classes in literacy and numeracy and make a positive response to the good quality help they receive from teaching assistants. Throughout the school, there are weaknesses in pupils' writing skills, particularly in sentence construction and in the accuracy of their punctuation.

The quality of teaching and learning is satisfactory overall. There is some good teaching, but some that is inadequate. There is not enough good teaching to lift pupils' achievement above current satisfactory levels. The school's evaluation of teaching is not sharp enough to identify and spread the good practices that exist. The use of accurate assessment and good quality marking is inconsistent and is not effective enough to help pupils to understand how well they are progressing and how they can improve further. The curriculum is satisfactory and is extended by an excellent range of well-supported extra-curricular activities. Visitors to school and visits out of school further enhance pupils' learning. Good links with local schools and the community further enrich the curriculum.

Leadership and management are satisfactory. Pupils' low achievement in recent years is being tackled successfully. The headteacher provides good leadership in establishing a clear vision for the school's development. He has ensured that all staff are positive about the changes needed. Senior staff and middle managers show the necessary attitudes and energy to take the school forward. Self-evaluation is satisfactory. Systems to check and track pupils' progress are being developed, but the information gathered about pupils' work is not yet used effectively to monitor their progress accurately and guide them about the next steps in their learning. The school demonstrates satisfactory capacity for improvement.

Effectiveness of the Foundation Stage

Grade: 2

Children receive good teaching and a stimulating curriculum across the Foundation Stage. By the time they enter Year 1, standards are well below average, but this reflects good progress from their starting points, which are very low in comparison with expected levels. The lively, early morning exercise session sets the tone for a busy, exciting day, much enjoyed by children

in the Nursery and Reception classes. The high levels of care provided for all children ensure that they grow in self-confidence and self-esteem and are well prepared to benefit from the later stages of their education. They make particularly good progress in their personal and social development. A good mix of well planned, self-chosen and adult-led activities, inside and outdoors, promotes children's interest and curiosity. This enables them to make good progress in all aspects of their learning. Staff continually seek ways to motivate the children by providing them with interesting activities. For example, children were thrilled to see pictures of their partner school in Africa and this inspired their speaking and listening, painting and model-making activities. In a time of staff absence, the acting Foundation Stage leader is managing the Foundation Unit well, motivating staff and pupils to do their best and maintaining good relations with parents and carers.

What the school should do to improve further

- Raise standards throughout the school in numeracy and literacy, particularly in writing.
- Identify and spread to all classes the good teaching practices that exist, especially in planning to meet the differing needs of pupils.
- Use information gathered about pupils' performance more effectively to monitor their progress accurately and guide them about the next steps in their learning.

A small proportion of the schools whose overall effectiveness is judged satisfactory but which have areas of underperformance will receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Achievement and standards

Grade: 3

Standards at the end of Year 6 are well below average. Standards at the end of Year 2 are similarly well below average. Pupils make satisfactory progress throughout Years 1 to 6 in relation to their starting points. Vulnerable pupils in particular and recent arrivals from Eastern Europe benefit from the additional help they receive. The school's good use of teaching assistants is central to pupils' improved progress. Careful charting of progress enables the school to ensure the overall satisfactory achievement of pupils with learning difficulties and/or disabilities, looked after children and pupils for whom English is not their first language. Pupils who have been identified as gifted and talented are making satisfactory progress and some achieve well in relation to their starting points. Writing remains relatively weak throughout the school, but has improved from a very low starting point as changes to teaching have been successful in emphasizing this aspect of pupils' work. Standards are also too low in numeracy.

Personal development and well-being

Grade: 2

All the pupils spoken to said they like school and they make positive comments about it. 'I enjoy school because of all the lovely teachers who look after us.' was a typical response. This enjoyment is reflected in pupils' good spiritual, moral, social and cultural development, reflected in their good behaviour and positive attitudes. Punctuality has improved, as has attendance, which is now average. Pupils are safety conscious and bullying is rare. Pupils say that where incidents do occur they know where to go for help and teachers deal with any problems very effectively. Their good knowledge about keeping healthy is demonstrated in the award of the Advanced Healthy School Status. They enjoy taking exercise through the many sporting activities. They are knowledgeable about the wider world through their outstanding international links

with schools and people all around the world, including schools in Africa and China. They often take responsibility such as through membership of the school council, which has a strong impact on the life of the school. Pupils' good personal qualities and their improving basic skills give them a sound foundation for their future education.

Quality of provision

Teaching and learning

Grade: 3

A strength in teaching is the way teachers manage pupils and successfully promote good behaviour to ensure that learning is valued in classrooms. Relationships are positive and teachers work hard to build pupils' confidence. Where teaching is best, good learning takes place. Here, teachers plan well and take good account of pupils' different needs. Teachers are clear about what they want pupils to achieve. In such lessons, pupils enjoy their work and revel in their achievement. This is not the case throughout the school and is a weakness in much of the otherwise satisfactory teaching: there is too much inconsistency. In some lessons, pupils share their learning and take some responsibility for their own progress. Some teachers set pupils clear targets and use them well to motivate pupils to achieve their best. This good practice is not yet evident in all classrooms. There is some inadequate teaching. Here, pupils are not challenged or engaged sufficiently and not enough attention is paid to assessing how much progress is being made or what are the next steps pupils need to take in order to improve their work.

Curriculum and other activities

Grade: 3

The curriculum makes a satisfactory contribution to the development of pupils' skills in literacy, numeracy and information and communication technology (ICT). The school is providing a significant number of pupils with additional support which is having a growing impact on their progress, especially in writing. For example, over 50 pupils in Key Stage 2 are benefiting from a computer based 'catch up' program using phonics to improve reading and spelling, which is boosting their self-confidence and progress. A start has been made, in Key Stage 1, to making stronger links between subjects. This provides pupils with more exciting, meaningful activities in their day-to-day lessons and promotes the use of basic skills of numeracy, literacy and ICT in other subjects.

Curriculum enrichment, and the provision of after-school activities, are outstanding. They make a major contribution to pupils' enjoyment and promote their positive attitudes towards learning. Numerous links with schools in other countries, 'focus weeks' such as 'Mardi Gras Week', visitors such as African drummers and visits to local farms and mills form part of the long list of activities which enrich pupils' learning.

Care, guidance and support

Grade: 3

This is a very caring school that values each individual and is much appreciated by parents. The pastoral care for pupils is a strength. The school works very effectively to ensure the health, safety, welfare and protection of all its pupils, partly through very good links with support agencies. The learning manager is very effective and has a strong impact on the many well managed arrangements to support all pupils, including the high number who have learning

difficulties and/or disabilities, those who speak English as an additional language and those who are new to the country. This support enables the pupils to make sound progress, in line with their class-mates. The academic guidance of pupils in general is an area that is developing, with good systems being put in place. However, it is too early in their development to measure a significant impact in raising standards. There are inconsistencies in marking and assessing pupils' work. This means that the basis for establishing how much progress pupils make is not fully secure. There is some good practice where parents are informed of the next steps in learning and encouraged to discuss these with their children, but this is not consistent throughout the school.

Leadership and management

Grade: 3

In the short time since joining the school, the headteacher has made an outstanding contribution by placing it at the heart of the community. His energy, organization and good relationships have lifted morale and brought parents, pupils and teachers together with the aim of raising pupils' achievement. As a result, this is an improving school where there is higher aspiration and an increased ambition among all concerned to drive up standards. The response made to the last inspection report has been positive, but standards are only very recently starting to rise. Senior and middle managers are now developing their roles well and presently make a satisfactory contribution to the running of the school. Governors fulfil their responsibilities well. Whole-school planning is sound and the school's leaders and governors are clearly not content with the present satisfactory levels of achievement. Targets for improvement at all levels are increasingly challenging and are largely met. The impact on standards is beginning to take effect with more pupils reaching the levels of which they are capable. Self-evaluation is satisfactory. However, action taken to improve the quality of teaching and learning has not had a significant impact on improving overall quality beyond satisfactory. There are good partnerships with other schools and outside agencies to support the school's work.

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

Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The effectiveness of the Foundation Stage	2
The capacity to make any necessary improvements	3

Achievement and standards

How well do learners achieve?	3
The standards ¹ 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

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	3
The behaviour of learners	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 the 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?	3

¹ 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

How effective are leadership and management in raising achievement and supporting all learners?	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 leaders and managers use challenging targets to raise standards	3
The effectiveness of the school's self-evaluation	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	2
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

Thank you all for your warm welcome to me and my colleagues when we visited your school. Please thank your parents and carers for all their letters and for taking the time to talk to us. We judge your school to be satisfactory overall, but with many good features. We enjoyed coming to your lessons, talking to you and reading your work. We also enjoyed very much your enthusiastic singing and the enjoyment you show for living and eating healthily. Most of all we enjoyed the way you were all so helpful and friendly.

We were very impressed by the way you look after yourselves, each other and your school. We were also impressed by the way you take responsibility, for example, in your contribution to the work of the school council and the way older pupils help younger children during play-times and lunch-times. You are taught to be proud of your school and you show this by making it attractive by helping to produce very good displays in your classrooms and corridors. Your behaviour is good, both in classrooms and out and around school. You say you like your teachers and the way they take good care of you and teach you to be safe and healthy. We appreciate how well your school helps you to develop into mature young people, who get on well with each other and consider other people, for example, in your partner schools in Europe, Africa and China.

It is usual after an inspection to ask schools to improve some things. To make things even better, I have asked that all teachers are encouraged to find the very best ways to help you make the progress of which you are capable. I also would like your teachers to check your progress more carefully and help you with your next steps to improve your work, particularly in numeracy and literacy.