

Brudenell Primary School

Inspection report

Unique Reference Number	107885
Local Authority	Leeds
Inspection number	324668
Inspection dates	6–7 May 2009
Reporting inspector	Roger Gill

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	240
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Ms L Best
Headteacher	Mrs Jill Harland
Date of previous school inspection	22 May 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Welton Place Leeds West Yorkshire LS6 1EW
Telephone number	0113 278 5168
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Introduction

The inspection was carried out by two 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. Many pupils are learning English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above average. The school has a resource base for pupils with profound and multiple learning difficulties but this was not part of the inspection. A significant number of pupils join and leave the school at various stages in their primary education. A small number of pupils are from refugee families. The headteacher was appointed since the school was last inspected. During the last three years the school has experienced a great deal of change, which has been brought about by staff movement and extensive building work. Currently, there is some long-term absence among staff. The school has the national Healthy School Award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Brudenell is a satisfactory school with some good features. It is resolute in tackling the barriers to learning that have increased since the time of the last inspection. Attendance has improved recently to around the national average as a result of the way the school promotes the value of punctuality and consistency in learning. Moreover, it is very effective in creating an atmosphere of harmony. As a result, pupils of many different ethnic backgrounds get along well together. Parents praise this aspect when saying what makes the school so special, for example, 'the ethos, the feel, the way children are so calm and friendly; great stuff.'

Pupils' good personal development is influenced well by the school's success in helping newcomers to fit in. The increasing number of pupils joining the school during the school year, often from abroad, is a challenge, but one which the school welcomes. Older pupils display a good understanding of the context in which they learn. They all agreed when one pupil said, 'It is the school's diversity that makes it such a wonderful place to be.' Pupils know how to be healthy and keep safe. They enjoy learning within the school's good curriculum. It is the variety of activities that pupils value most, from residential at an outward-bound centre, learning alongside pupils from primary schools elsewhere in the country and experiencing different perspectives on life locally in their intergenerational work.

Current standards in Year 6 are very low but they have improved appreciably since 2008 when they were much lower. Achievement is now satisfactory after being generally inadequate for three years. The school's methods in tackling underachievement are beginning to work. The school is doing the right things to raise standards, for instance, the new programmes for literacy, numeracy and information and communication technology are having a positive effect on the progress pupils make. However, currently, the rate of improvement in reading and mathematics is better than that in writing. The school has rightly identified this as an area for development.

Teaching is having a satisfactory influence on learning across Key Stages 1 and 2. Progress in Key Stage 1 is gathering speed owing to the improved links with the Early Years Foundation Stage. Teaching at the beginning of Key Stage 1 is proficient at helping pupils pick up from exactly where they left off in Reception. However, elsewhere, rates of progress are inconsistent. For example, pupils in upper Key Stage 2 are forging ahead because lessons are lively, expertly tailored around challenging objectives and ensure that pupils have a very clear idea of how to improve their work. In an inspiring literacy lesson Year 6 pupils praised teaching for increasing everyone's word power by stating that, 'It is like having an upgrade in our vocabulary.' By contrast, in lower Key Stage 2, pupils' progress is satisfactory. Despite learning sometimes being enjoyable and purposeful, teaching lacks immediacy in the drive for higher standards. Furthermore, it does not always ensure pupils are clear about what to do to speed up their learning.

Vigilant leadership from senior managers makes sure that advances in learning are studied closely and that teachers receive useful advice as a result. A well-organised system of assessment has been established and, as a result, planning for lessons considers pupils' progress carefully.

In many respects leadership and management, particularly from the headteacher and newly formed senior team, have a good effect in dealing with the changes experienced by the school and the recent fall in standards. However, the impact is satisfactory overall because it is too early to see the full benefit from recent initiatives. Governors are completely aware of what the school is like and join the headteacher in having a crystal clear direction for the future. The

raised levels of attendance and the improving trend in standards are just two outcomes that demonstrate the school's good capacity to progress even further.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The Nursery and Reception classes get children off to a good start. Children's levels of ability are generally well below those typical for their ages when they start, largely because so many are learning English as an additional language. Despite standards at the end of Reception being below the nationally expected levels, progress and achievement are good. Advances in learning are often strongest in English and mathematics. Teaching that is well coordinated between both classes brings about good learning. Moreover, the curriculum capitalises on children's ideas for play and assessment pinpoints successes and areas for development. The Early Years Foundation Stage copes well with high influxes of boys from time to time. For example, currently, a few boys in Reception adore cricket so games using bats and balls are organised, which involve challenges, points and scoring cards – all intended to develop children socially and mathematically. A strong point is the variety of activities designed to develop children's powers of communication. For example, adults, in one room, provided air balloon making and a train station café but were quick to spot the potential for language development when an aphid landed on a child's finger. In response to the stimulating activities, children behave well and are motivated to learn. Good leadership and management ensure that children's welfare is considered well, personal development is good and parents are involved well. 'We love family literacy sessions,' is a common response from parents.

What the school should do to improve further

- Raise standards in English (particularly writing), mathematics and science by the end of Year 6 to at least broadly in line with the national average.
- Improve the quality of teaching to achieve a good rate of progress for all pupils, particularly in lower Key Stage 2.
- Ensure all pupils are clear about how to improve their work and involved in the evaluation of their own progress.

A small proportion of 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

Achievement, from well below typical starting points, is now satisfactory owing to effective methods of teaching and improved attendance. After the last inspection, standards fell to exceptionally low levels owing to the marked increase in pupils new to the school, many from abroad, and the rise in the number of pupils with learning difficulties and/or disabilities. However, attainment is rising and not just in Year 6. It is responding well to the school's stringent response to the very low levels when achievement was inadequate. Owing to the mixed-age classes, quickening progress in Year 6 is accompanied by improvements in Year 5. These pupils are reaching standards near to the national expectation for their age. Progress in lower Key Stage 2 is not so rapid but is satisfactory overall. The short timescale of recovery means that there is still more to do in raising standards in reading, writing and mathematics to fulfil the

school's ambition of reaching, at least, the national average. Progress in writing is the weakest aspect, particularly in sentence construction, punctuation and range of vocabulary.

Personal development and well-being

Grade: 2

Pupils enjoy school, attend satisfactorily and display good behaviour. They relate well to each other and adults around school. Pupils are confident learners who participate in school life with enthusiasm. They enjoy the diversity of cultures within the school and understand how this relates to Britain in general. They are very proud of their school. The new FAB (friends and buddies) groups, for example, whereby pupils are placed in small groups with an adult for regular sessions of support, are a great source of satisfaction. Pupils feel that the sessions give them confidence to do better in their work. Purposeful links with other schools in the United Kingdom and an understanding about life in Nigeria contribute well to pupils' good level of spiritual, moral, social and cultural development. Involvement through the school council, lunchtime monitors and Fairtrade activities gives pupils a moral perspective related to providing support and service to others. In this way they learn skills that will serve them well in the future, which complement their satisfactory academic achievements.

Quality of provision

Teaching and learning

Grade: 3

Teaching is at least satisfactory and pupils make steady progress, which includes all those who have not been at the school very long. Planning and assessment provide well-chosen activities, which ensure satisfactory learning. Pupils with learning difficulties and/or disabilities also make satisfactory progress because the assistance they receive is well planned to meet their needs. Senior leaders have introduced some imaginative methods to quicken pupils' progress in reading, writing and mathematics. These include getting pupils to act in role as Prince and Princess Posh (who set standards for others in speaking in well-formed sentences) and literacy police (who blow the whistle on lazy vocabulary or poor punctuation, for example). Some teaching using these methods is outstanding. Pupils love these devices just as they relish using computers to practice basic literacy skills and completing the school's own fascinating numeracy games. It is the skill and ambition with which the methods are implemented that dictates whether learning is good or satisfactory. Generally, pupils make swifter progress in Key Stage 1 and upper Key Stage 2, than in lower Key Stage 2. Teaching in those classes where progress is slower is not yet fully effective in ensuring that pupils know exactly how to improve their work.

Curriculum and other activities

Grade: 2

A good curriculum is in place, which has a positive influence on pupils' personal development. Programmes for literacy, numeracy and information and communication technology are relevant and planned well. It is the newness of plans to improve writing and numeracy that prevent the curriculum from being better than good. A notable feature of the curriculum is the emphasis placed on clear speech and the effective communication of ideas. Owing to the 'posh' campaign, pupils delight in pointing to success and failure in everyday talk. The Healthy School award signifies how well provision allows pupils to learn about healthy lifestyles. Moreover, they participate in school life most effectively. There is an emphasis within the curriculum on equality

and diversity, which extends to after school clubs. University students who live in the houses surrounding the school run many of these. Knowledge about life in the United Kingdom and abroad is promoted well through interesting and varied topics.

Care, guidance and support

Grade: 2

The school provides excellent care and support to pupils and their families. Parents are full of praise owing to, for example, the 'emphasis on integration', 'free breakfast club', and 'beautiful support for children, especially in reading'. Pupils echo these sentiments. They feel safe in the knowledge that there is always someone there to help them, not least their FAB leader.

Attendance has improved so well because senior staff, administrative assistants and the learning mentor are so rigorous in their approach. The school meets the current government requirements for safeguarding pupils. It is the academic guidance that prevents the school's provision from being outstanding. At its best, marking is very useful because it offers praise and points out areas for improvement, but this is not always the case. Additionally, the thorough recording and tracking of pupils' progress is not yet used rigorously enough in all classes to make sure that all pupils have a very clear idea of their targets.

Leadership and management

Grade: 3

Leadership and management have begun to tackle the barriers to progress that caused pupils' achievements to dip in the last few years. There is further work to do in raising standards and ensuring at least good progress on all fronts, but the promotion of equality and diversity is now satisfactory. Governors and the leadership team are all closely involved with developments, but it is the headteacher's skills and drive that have been critical. The key to recent successes is the rigorous application of assessment that pinpoints where improvements need to be made. Thus the school has a precise understanding about achievement and standards: it knows itself well. Promotion of community cohesion is good. School life, local links and knowledge of United Kingdom and global issues are positive aspects that leadership and management have done well to develop. Current levels of achievement denote sound value for money and the impact of initiatives to tackle weaknesses demonstrates the school's good capacity for further improvement.

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Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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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?	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 capacity to make any necessary improvements	2

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	3
The standards ¹ reached by learners	4
How well learners make progress, taking account of any significant variations between groups of learners	3
How well learners with learning difficulties and/or disabilities make progress	3

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which 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 learners' needs?	3
How well do the curriculum and other activities meet the range of needs and interests of learners?	2
How well are learners cared for, guided and supported?	2

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 eliminated	3
How well does the school contribute to community cohesion?	2
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

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

Thank you for being so helpful when we inspected your school. We thoroughly enjoyed talking to many of you in lessons, at lunchtime and when some of you showed us your work. We were fascinated with all the interesting things that you do such as visiting senior citizens and doing special activities in your FAB groups.

You go to a satisfactory school, but one that is improving quickly. This is one of the reasons why I liked my visit so much. Your personal development is good mainly because you all get on with each other so well. The mixed-age classes help in this respect. You are clear about what makes you healthy and you feel very safe in school. The standards reached in English, mathematics and science by the end of Year 6 are lower than they could be, particularly in writing, but the oldest pupils are working very hard to improve on these levels. I saw you the week before your tests and witnessed the hard work being undertaken.

Teaching is satisfactory at the moment because more could be done to quicken your learning. However, there are some good and even outstanding lessons taking place, which makes learning, on these occasions, thoroughly enjoyable. The curriculum and the care you are given are good.

I have asked the school to do three things to help it improve. Standards should be raised in reading, writing and mathematics throughout the school, but particularly in writing, which is the weakest aspect at the moment. In the lower juniors, pupils' progress must be speeded up to match that in the upper juniors. Last, all of you must have a clear understanding about what needs to be done to improve your work, not just some of you, as is the case at the moment.

You can all help by trying very hard in lessons, especially in writing, and acting on any advice given to you by your teacher as quickly as possible.

Best wishes to you all