

Brady Primary School

Inspection report

Unique Reference Number	102314
Local Authority	Havering
Inspection number	335874
Inspection dates	21–22 January 2010
Reporting inspector	John Mason

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	196
Appropriate authority	The governing body
Chair	John Walker
Headteacher	Trevor Bradbury
Date of previous school inspection	2 March 2007
School address	Wennington Road Rainham RM13 9XA
Telephone number	01708 555025
Fax number	01708 555025
Email address	head@brady.havering.lgsl

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Royal Exchange Buildings
St Ann's Square
Manchester M2 7LA

T: 08456 404045

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

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Introduction

This inspection was carried out by three additional inspectors. Inspectors spent almost half of their time looking at learning. Eight lessons were observed in depth and many others briefly visited. Every teacher was observed at least once. Interviews were conducted with groups of pupils, governors, parents and members of staff. Inspectors observed the school's work, and looked at planning documents, minutes of the governing body, records of the school's monitoring of teaching and learning, policies relating to the health and safety of pupils, evaluations made by the local authority and the responses of all 79 parental questionnaires, the staff questionnaires and the pupil questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the current attainment and rates of progress in learning in all stages of the school
- the extent to which leaders and managers have secured improvement across all areas of provision since the previous inspection, together with the school's capacity for sustaining improvement
- the extent to which pupils' personal development is a strength of the school.

Information about the school

Brady is smaller than the average primary school. The proportion of pupils eligible for free school meals is broadly average. The proportion of pupils from minority ethnic groups has been rising steadily and is now average. The proportion of these pupils who speak English as an additional language is below average. The proportion of pupils with special educational needs and/or disabilities is a little below average, the majority having speech, language and communications difficulties. Very few of these pupils have statements of special educational needs. A breakfast club run by the school takes place every day before school.

The school holds the following awards: Artsmark Gold, Basic Skills, Bronze Bikeability, the Mentoring and Befriending Foundation's Approved Provider Standard and Champion Status, Healthy Schools, Eco-Schools Silver, High Standards Sustainability and Investors In People status.

Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate

Please turn to the glossary for a description of the grades and inspection terms

Inspection judgements

Overall effectiveness: how good is the school?

1

The school's capacity for sustained improvement

1

Main findings

Brady Primary School has made significant strides forward since it was last inspected and now provides an outstanding education for its pupils. Year on year, attainment reached by pupils at the end of Year 6 has risen, such that the work of the current Year 6 is now high. Guided by a very stable staff highly devoted to their welfare, pupils have a wide range of active opportunities to take on responsibility around the school. As a result, they support one another socially and in their learning, have great pride in their achievements at school and value and respect the most vulnerable members of their community. In one parent's words, 'The school encourages and nurtures children to achieve their best' every child is special here.'

When children enter the school in the Reception class, they have skills which are below those expected of children of similar age, particularly in communication, language and literacy. Children make good progress in the Early Years Foundation Stage and enter Year 1 with skills which are broadly average. The school's growing confidence in using data effectively has enabled it to identify and implement innovative and successful strategies to improve both reading and writing in the infant years. As a result, the current Year 2 pupils are on track to change a pattern of previous satisfactory progress in Years 1 and 2. Their current attainment in reading, writing and mathematics is already average and they are well on course to exceed this by their end-of-year assessments. The outstanding curriculum is highly tailored to meet the needs of all pupils. Inspired by the high quality practice of the outstanding teachers who teach the older pupils, attainment in Year 6 continues to rise. In recent 'mock' tests all pupils in Year 6 attained Level 4 passes. Close to half are on course for Level 5 passes in the summer tests. Pupils' enjoyment and achievement in their learning are outstanding.

As part of the outstanding provision for care, guidance and support, pupils of all ages are invested with responsibility. The school council and the 'Head Pupils' Cabinet' represent pupils' views actively and produce a collaborative environment where pupils discuss their concerns openly and influence provision for the better. A further group of younger pupils, for example, have formed a health and safety working party and they are justly proud that they are vigilant in the interests of everyone in the school. A team of skilled staff coordinates excellent support for the most vulnerable, so that all feel well integrated and are empowered to succeed. In the words of the pupils: 'We all work together as a team' and 'Behaviour is really good because people share a lot'. 'I have lots of friends so I don't feel lonely'. 'The school helps us keep fit by a plethora of clubs'. 'My school is extraordinary'. Attendance is average. The school is aiming to lower the rate of authorised absence and improve punctuality through its excellent relationships with parents and carers.

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The effectiveness of leadership and management in embedding ambition and driving improvement is outstanding. The wealth of expertise of staff is shared extremely well. All staff feel strongly supported in their professional development and this is closely linked to initiatives to improve provision. Teaching is good overall. It is pacy, stimulating and benefits from the sharing of best practice of a number of lead practitioners. This facilitates very consistent expectations from class to class. However, expectations of the quality of handwriting still vary, leading to variation in the quality of recording work. Teachers' expectations of what groups of pupils can achieve are not always accurate enough and this limits opportunities for pupils to learn by evaluating their own and others' work. Training of staff in safeguarding its pupils is of good quality and risk assessments are particularly robust, strongly involving the governors. Governors take an active role in challenging and supporting the school, and are managing the deficit budget with skill. The school's capacity for sustained improvement is outstanding.

What does the school need to do to improve further?

- Improve the recording of all work by implementing a more consistent approach to developing neat and fluent joined-up handwriting throughout the school.
- Raise pupils' attendance to an above average level by the end of the current school year
- Give pupils greater opportunities to evaluate the quality of their own and others' work.

Outcomes for individuals and groups of pupils**1**

Results in tests in Year 6 in 2009 were high in English, mathematics and science. A high level of consistency was achieved between the different subjects and between different groups of pupils, including those with special educational needs and/or disabilities, and those with English as an additional language. Recent 'mock' tests for the current Year 6 and work observed during the inspection point to high standards being maintained or, more likely, exceeded by this year group. Pupils' mental mathematics is very sharp and their writing has improved markedly. Displays of Year 5 Christmas poetry, for example, show a stylistic maturity and richness of vocabulary seldom encountered. Pupils make outstanding progress in their learning. Assessments of Year 2 in 2009 indicated average standards, with boys' writing a weakness. However, staff have united strongly around the 'Brady Infant Literacy Plan' (BILP), now seen as a model scheme within the local authority, and standards in reading and writing have shot up. Prompt identification and excellent one-to-one support ensure that all pupils, regardless of learning needs, now make at least good progress in Years 1 and 2.

Pupils have excellent perceptions of personal values. Politeness, respect and ethical understanding underpin their interaction with one another and with different faiths and cultures. Encouraged by a wide range of initiatives, often set up by pupils themselves, pupils have an excellent understanding of what constitutes safe and unsafe situations. Because the school is a thoroughly trusting and vigilant community, pupils feel safe at

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all times. Excellent behaviour in class contributes strongly to their learning. Out of class, it makes for a strongly cohesive sense of school identity. Pupils engage in the many initiatives, such as 'Bikeit' or 'Walk-on-Wednesdays', to become more aware of healthy life options. While encouraged to eat healthily, outcomes are a little inconsistent as only a few pupils are confident enough to take hot meals which are offered only at the adjacent secondary school. A very well-organised, well-attended breakfast club and a daily early morning exercise routine enhance pupils' awareness of the need to balance physical and intellectual pursuits well. As well as involving themselves in school decision making, pupils make an excellent contribution to a wide range of community activities, including the community library, re-cycling in Rainham, fair trade initiatives, the local peace week and mentoring or befriending more isolated pupils.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	1
Taking into account: Pupils' attainment ¹	1
The quality of pupils' learning and their progress	1
The quality of learning for pupils with special educational needs and/or disabilities and their progress	1
The extent to which pupils feel safe	1
Pupils' behaviour	1
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	2
Taking into account: Pupils' attendance ¹	3
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

Teaching is lively and challenging in all classes. All teachers have good subject knowledge and communicate this enthusiastically, setting high expectations. Activities are frequently varied in style to make sure all pupils learn in a way which engages them.

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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Pupils across all classes gain from consistent approaches to marking and other techniques, such as reference to targets or word walls. However, the promotion of joined handwriting is less consistent, with the result that the quality of recording of work fluctuates between the years. Careful assessment informs planning well, but in some classes the stated expected outcomes for different ability groups are not accurate enough to make pupils' self-evaluation or peer-evaluation tasks effective. Assistants are well directed in supporting pupils with identified needs.

Adaptations to the curriculum to meet identified needs are outstanding. Intervention schemes for reading and, more recently, writing have helped less secure pupils make big gains in their learning. Gifted and talented pupils are always given extension tasks if they finish work before others and provision is arranged for them to pursue their specialist interests out of school. The innovative literacy programme in the infants and the 'Brady Reception Infants Creative Sessions' (BRICS) every Friday afternoon promote enjoyment, cohesion and achievement across the whole infants department. The exciting displays throughout the school testify to the wealth of memorable experiences for high-quality learning which are drawn from a creative approach to the curriculum and the wide range of well-subscribed enrichment activities.

Excellent attention is given to all aspects of care, guidance and support. The extended school activities empower parents to take greater care of themselves, so that, in turn, they can support their children's learning to the best of their abilities. Many parents and carers reciprocate by volunteering to support activities, such as the highly effective breakfast club or by collaborating with pupils in developing the outdoor areas. The community library, with its sizeable collection of bilingual books, makes a significant contribution to family learning across the whole local community and has a positive impact on the progress of children who speak English as an additional language. The learning mentors and special educational needs staff are highly regarded, fully exploiting excellent links to outside agencies to provide effective support for those pupils facing challenging circumstances. Teaching assistants are well trained to ensure success in intervention programmes.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	1
The effectiveness of care, guidance and support	1

How effective are leadership and management?

Because staff are tangibly aware of rising standards and because very well-targeted professional development enlivens both teaching and learning, staff morale is very high.

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Through skilled and caring leadership, contrasting staff expertise and skills are turned to advantage. The agenda to sustain improvements and aspire to ambitious targets is evident in every stratum of the school. The school's own evaluation is accurate and informed by careful monitoring of teaching and analysis of performance data at regular 'excellence meetings'. The school places equality of opportunity at the heart of its work. Because pupils, parents and carers subscribe so strongly to the school's policies and practice there is no evidence of discrimination or intimidating behaviour. The school adopts recommended good safeguarding practice across all areas of its work. It promotes community cohesion very well on a school and local level, but recognises that, although it engages different faith and cultural groups from the community, it needs to develop more robust international links. Governors involve themselves closely in the work of the school and confidently use their skills and experience to hold the school to account. Plans to erase the deficit budget by 2013 are carefully monitored and provision is not unduly affected by this.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	1
Taking into account: The leadership and management of teaching and learning	1
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	2
The effectiveness of the school's engagement with parents and carers	1
The effectiveness of partnerships in promoting learning and well-being	1
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	1
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	1

Early Years Foundation Stage

Entering the Reception class with skills which are below age-related expectations, children make good progress, particularly in their personal, social and emotional development, to reach broadly average levels on entry to Year 1. Care for the children is strong. Very effective links between school and home are maintained through the 'Golden Books' and parents' or carers' involvement in children's learning. Children's considerable enjoyment of well-balanced directed and independently initiated activities

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helps them reach above average levels in their knowledge and understanding of the world and their physical and creative development. However, their progress in writing, especially for boys, is more gradual at this stage approaching average standards but lower where classes have included significant numbers of summer-born boys as in 2009. The indoor learning environment is very stimulating, but the outdoor environment does not fully facilitate experiences for children to develop skills in all areas of learning, in particular in communication, language and literacy. Leadership is good. Effective planning and assessment ensure that children's learning and welfare needs are well met. Good links with feeder nursery provision and regular support for childminders, as well as the many activities with pupils from Years 1 and 2, significantly enhance the continuity of children's learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

The overwhelming approval of parents and carers is summed up by one parent: 'The school now deserves very high recognition for the effort made by the staff.'

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brady Primary School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 79 completed questionnaires by the end of the on-site inspection. In total, there are 196 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	59	75	20	25	0	0	0	0
The school keeps my child safe	60	76	19	24	0	0	0	0
The school informs me about my child's progress	46	58	46	41	1	1	0	0
My child is making enough progress at this school	53	67	26	33	0	0	0	0
The teaching is good at this school	57	72	21	27	0	0	0	0
The school helps me to support my child's learning	53	67	23	29	0	0	0	0
The school helps my child to have a healthy lifestyle	51	65	28	35	0	0	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	47	59	26	33	0	0	0	0
The school meets my child's particular needs	52	66	27	34	0	0	0	0
The school deals effectively with unacceptable behaviour	45	57	33	42	0	0	0	0
The school takes account of my suggestions and concerns	52	66	23	29	0	0	0	0
The school is led and managed effectively	56	71	22	28	1	1	0	0
Overall, I am happy with my child's experience at this school	61	77	18	23	0	0	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

Glossary

What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



25 January 2010

Dear Pupils

Inspection of Brady Primary School, Rainham RM13 9XA

Thank you for being so helpful when the three inspectors visited your school recently. We enjoyed talking to you and observing you at work and at play very much. We were particularly pleased that you could explain to us so clearly what you liked about your school. Your parents and carers, too, kindly completed and returned questionnaires, which indicate that they believe the school to be an excellent, safe environment in which to learn and make friends. Please pass them our thanks.

We judged Brady Primary to be an outstanding school. This is high praise. Results in tests at the end of Year 6 have risen each year from when the school was last inspected in 2007. One of you observed in a questionnaire, 'We keep on reaching higher at our school' and from the results of recent mock tests the current Year 6 look set to continue the trend.

We think that the school continues to help you do so well because it cares so well for you. It helps you to voice your opinions, listens to you and supports you in your actions, like being a health and safety monitor. If any of you need extra support, if you are having difficulties with work or if families are experiencing circumstances which may affect your enjoyment of school, the kindness of teachers, assistants and support teams is immediately at hand. Thorough assessment of your work has helped the school to adapt its learning programmes to help you overcome difficulties, especially in literacy. In particular, those of you in Years 1 and 2, benefit from these creative, new approaches to teaching.

We believe that your headteacher and his team are really committed to giving you the education of which you are so proud. Teaching is of a consistently good quality from year to year and some lessons are outstanding, which you recognise in your questionnaires. Because we want to make sure you continue to reach higher standards, we have asked the school to do the following:

- improve the quality of your handwriting
- involve pupils more in assessing their own and others' work and progress
- improve the attendance and punctuality of some pupils.

Wishing you every success as you get started on these tasks,

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