

# Brackenhill Primary School

## Inspection report

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<b>Unique Reference Number</b>	107250
<b>Local Authority</b>	Bradford
<b>Inspection number</b>	336843
<b>Inspection dates</b>	24–25 February 2010
<b>Reporting inspector</b>	Carmen Markham

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>	3–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	296
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Mrs Julie Hields
<b>Headteacher</b>	Miss Helen Metcalf
<b>Date of previous school inspection</b>	17 July 2007
<b>School address</b>	Dracup Road Bradford West Yorkshire BD7 4HA
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## Introduction

This inspection was carried out by three additional inspectors. The inspectors visited 16 lessons and observed the 11 teachers working in school during the inspection, including the peripatetic music teacher. They spent 65% of their time speaking to pupils about their learning and looking at learning in lessons and in pupils' books. The inspectors held meetings with governors, staff and groups of pupils and spoke formally to a group of parents. They observed the school's work and looked at the school improvement plan, the raising attainment plan, school policies, safeguarding documents and details of the progress made by pupils. The responses to 71 parental questionnaires, together with responses to pupil and staff questionnaires, were also scrutinised.

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

- whether pupils make sufficient progress in Key Stage 1, given their apparent good progress in Nursery and the Reception class
- whether standards and achievement seen in lessons, books and school data indicate that the recent improvement in standards in Key Stage 2 is being maintained
- whether pupils' spiritual, moral, social and cultural outcomes and personal development are strengths of the school
- whether the school has improved since the previous inspection
- how accurate school's evaluation of its own performance is.

## Information about the school

The school is a little larger than the average primary school. It draws most of its pupils from its immediate community. The proportion of pupils known to be eligible for free school meals and the proportion of pupils from minority ethnic backgrounds are well above the national average. Most of these pupils speak English as an additional language. The proportion of pupils with learning difficulties and/or disabilities is above the national average. Children enter the Nursery at the age of three. The school holds a number of awards, including the Healthy Schools Award, the Financial Standards Award and Investors in People.

**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?**

**2**

**The school's capacity for sustained improvement**

**2**

## Main findings

Brackenhill Primary is a good school. By the end of Year 6, standards are average but they are a little higher in English and mathematics than in science. As pupils start school with skills well below age-related expectations and leave Year 6 with average standards, their achievement is good. The leadership team's vision for the school is very powerful and shared effectively with teachers and teaching assistants who have an excellent understanding of the progress and needs of all the children in their class. They are fully aware that they have a responsibility to ensure that their pupils can succeed. This has been made possible by an excellent system to track the progress of pupils to ensure all are able to meet personal targets. Outstanding provision to support pupils with specific needs ensures all pupils can access learning. This includes the exemplary 'nurture group' which is highly effective in supporting vulnerable pupils.

The school is very inclusive with some outstanding features. It is a very harmonious community. There are significant strengths in relation to pupils' excellent contribution to the school and local communities and their outstanding ability to make and promote safe and healthy choices. The quality of care, guidance and support, safeguarding, community cohesion and promotion of equal opportunity are outstanding. The school's engagement with parents and carers is exemplary. The school has made significant progress since the previous inspection following improvement to the school's evaluation of its performance, rigorous action planning and the effective professional development of staff. This illustrates well the good capacity that the school has to improve further.

Many initiatives to raise standards and to improve the quality of teaching, have contributed significantly to pupils' accelerating progress. This includes pupils' better understanding of their own performance and what they need to do to improve their work. Teaching is good overall. However, there is some inconsistent practice in ensuring continuity in learning styles for pupils between Reception and Key Stage 1 and very occasionally in providing challenge for the more able pupils.

Pupils behave well and take good care of each other. They have very positive attitudes to learning and particularly value the enrichment curriculum that broadens their experience and makes learning fun. Most attend school regularly and overall attendance is satisfactory, but it is too low in the Early Years Foundation Stage.

## What does the school need to do to improve further?

- Improve the quality of teaching so that it is consistently good or better by:
  - ensuring that the style of teaching meets the needs of pupils in Years 1 and 2

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- reviewing planning to ensure challenge for the more able pupils.
- Improve attendance in the school by:
  - working with the parents of younger pupils to help them to appreciate the benefit of regular attendance for their children.

**Outcomes for individuals and groups of pupils****2**

Pupils' achievement and their enjoyment of learning are good. In Key Stage 2, pupils make good progress and standards are consistently in line with the national average in English and mathematics. Classroom observations confirm that standards in science in Key Stage 2 have improved and now meet national expectations following recent improvements to the provision. Progress slows in Key Stage 1 but is satisfactory. The content and quality of writing throughout the school is improving rapidly. There is no significant difference over time between the performance of girls and boys. Pupils with English as an additional language usually make good progress. Those with special educational needs and/or disabilities often make better progress than their peers nationally. By the end of Year 6, pupils are confident, articulate, independent learners skilled in research and using information and communication technology (ICT).

Pupils behave well and have very positive attitudes to their learning. They value school because they enjoy the rich and exciting learning environment. Pupils make an outstanding contribution to their school community. They are proud of their whole-school responsibilities, including their work as librarians, buddies and sports leaders. The work and organisation of the school council are exemplary, providing pupils with an excellent understanding of the functions of a well-run council. Pupils are also fully involved in their local community and, through playing in the school brass band, have learned about the special cultural traditions of the locality. They have also given much pleasure to community members. They make positive health and safety choices and actively promote the importance of these aspects. Pupils make excellent use of their basic skills to fundraise for those in need in Britain and around the world. This makes a strong contribution to their entrepreneurial skills and enables them to encounter a range of cultures. Pupils' spiritual, moral, social and cultural development is good.

*These are the grades for pupils' outcomes*

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

**How effective is the provision?**

Teaching is good because relationships are excellent and expectations are high. Teachers and teaching assistants have an excellent understanding of data for pupils' progress. Teachers make very good use of assessment information to plan lessons and to track the progress of every pupil. This ensures that almost all pupils work at an appropriate level during lessons and that support sessions are introduced quickly when difficulties arise. A few more able pupils, however, are occasionally expected to spend too much time applying skills they have already mastered instead of being moved on to a more challenging activity. In a few lessons, pupils of different abilities do not fully understand the set tasks and this also inhibits progress. Pupils understand how their work is marked and monitored and how targets help them to succeed. Most are independent and effective learners who benefit from good, well planned resources including teachers' excellent use of ICT. Where teaching is less effective, lesson organisation is not suitable for the pupils. In Key Stage 1 most pupils are still in the early stages of learning English. These pupils thrived in the Early Years Foundation Stage where they learnt through well-planned play. The transition to more teacher-led activities in literacy and numeracy lessons is too abrupt for some pupils in Years 1 and 2.

The school provides a good curriculum where planning ensures breadth, balance, continuity and a clear direction for pupils' learning. A new thematic curriculum is gradually being introduced to ensure that basic skills in literacy, ICT and personal and social development are continually being reinforced and consolidated. This is working well. The school is very successful in ensuring that pupils with special educational needs

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and/or disabilities have full access to the curriculum. This includes the nurture group and the 'Every Child a Reader' project. The enrichment curriculum is outstanding. It reflects the needs of pupils and the community the school serves very effectively. Lunch time activities ensure access for all so that those who attend mosque after school are not excluded. Many activities contribute well to the health and well-being of pupils and others develop links with pupils from other schools that serve very different communities. This allows the development of understanding across different cultural and economic communities.

A strong commitment to the care, guidance and support of pupils is at the heart of the school and is a significant factor in strong personal development and good achievement. Exemplary systems for identifying additional needs are in place and their effectiveness is carefully monitored. Every pupil's academic, social and personal needs are well understood. This results in sharply focused programmes, often effectively involving parents and outside agencies to promote good and sometimes outstanding outcomes. The significant numbers of pupils with challenging circumstances receive highly effective care, guidance and support to promote their development. Very effective systems are improving attendance. The school provides outstanding support for transition to secondary school.

*These are the grades for the quality of provision*

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

**How effective are leadership and management?**

The new leadership team has a strong vision for a very inclusive school. This vision is shared very effectively with the whole school community and teachers are seen to be accountable for the progress of pupils in their class. Teachers, teaching assistants and governors have been supported well by professional development in the drive to attain this vision. Progress towards this goal has been driven by excellent school self-evaluation, shrewd decision-making and a willingness to move away from a safe and traditional approach. Careful planning for the allocation of teachers to classes ensures that their skills are used effectively. The engagement of parents and the promotion of equal opportunities are outstanding. Successful partnerships have been carefully planned and developed following sound evaluation of need. Parents are very well supported in learning how they can help their children to succeed in school. Mutual respect has moved the process forward and developed understanding between communities. Community cohesion is outstanding and is given a high priority. The

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school has excellent active links with a school in Tanzania and very innovative work is taking place with a primary school in a more rural area to explore similarity and difference. The multicultural nature of the school is celebrated appropriately and contributes to everyone feeling valued. Religious diversity and cultural difference are looked upon as strengths. Governors are fully aware of their responsibilities in respect of safeguarding. Safeguarding arrangements are exemplary. Training has been of high quality and all procedures are extremely rigorous.

*These are the grades for leadership and management*

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

## Early Years Foundation Stage

Children join the Early Years Foundation Stage with skills which are well below those expected for their age in all areas of learning. Good teaching, with a strong emphasis on the development of speaking, listening and social skills, ensures that children make good progress in almost all areas of learning by the end of Reception. Writing is the weakest area; linking sounds and letters, and numbers as labels for counting, are strong. Children's attainment is broadly in line with age-related expectations when they enter Year 1. There are many opportunities for children to choose their activities and develop the skills required for confident, independent learning, both in and out of doors. A good example of this was observed when pupils, who were digging up snow and moving it to a warmer puddle, were able to explain why snow melts. Children enjoy their learning and demonstrate the ability to concentrate on an activity that interests them. Their behaviour is good and they respond well to instructions.

The provision is well led and managed. Staff are effectively deployed. They have good



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knowledge of the children in their care and planning is supported by very good quality assessment information. Nursery nurses and teaching assistants use this information well to support pupils who require additional help. Resources are very good. Staff take very good care of children to ensure their health and safety. There are very strong relationships with parents and carers and exemplary transition arrangements help children to settle quickly in Nursery. Parents value the quality of the provision and the progress that their children make.

*These are the grades for the Early Years Foundation Stage*

<b>Overall effectiveness of the Early Years Foundation Stage</b>	<b>2</b>
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**

A quarter of parents and carers responded to the questionnaire. Those who did respond are very positive about the school. Comments referred to children's good progress, the good support for pupils with special educational needs and/or disabilities and the welcoming environment. Parents and carers are overwhelmingly supportive of the way the school protects and looks after their children. They value the quality of leadership and management and find staff approachable, supportive and professional. A typical comment reported that: 'The leadership team is doing a fantastic job; it is very approachable and innovative. The school is vibrant and most welcoming of parents and carers.'

A very small minority expressed concerns about bullying that parents and carers felt had not been thoroughly dealt with. Some wanted more information about these incidents. More parents and carers commented on the many changes of teachers in a few classes. Most appreciated that this is beyond the school's control but that it was not helpful to the children's progress and attitudes. The inspectors could find no evidence to substantiate the comments on bullying. There is a firm anti-bullying policy in place and no children reported bullying as an issue. They explained that if it does occur staff deal with it quickly and fairly. However, parents are not always clear about how incidents are dealt with. The headteacher and inspectors agree with the parents' and carers' views on staff changes. Most are the result of ill health while others reflect the school's plans to use staff more effectively. In the opinion of the inspection team the school has managed a difficult situation effectively. This is demonstrated by the fact that pupils continue to make good progress.

## Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Brackenhill 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 71 completed questionnaires by the end of the on-site inspection. In total, there are 296 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	46	65	23	32	2	3	0	0
The school keeps my child safe	39	55	29	41	2	3	0	0
The school informs me about my child's progress	30	42	36	51	2	3	1	1
My child is making enough progress at this school	24	34	40	56	6	8	0	0
The teaching is good at this school	33	46	34	48	0	0	1	1
The school helps me to support my child's learning	28	39	37	52	5	7	1	1
The school helps my child to have a healthy lifestyle	29	41	39	55	2	3	1	1
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)	24	34	35	49	1	1	1	1
The school meets my child's particular needs	25	35	39	55	3	4	0	0
The school deals effectively with unacceptable behaviour	24	34	38	54	4	6	0	0
The school takes account of my suggestions and concerns	20	28	40	56	3	4	2	3
The school is led and managed effectively	25	35	37	52	3	4	0	0
Overall, I am happy with my child's experience at this school	33	46	34	48	3	4	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"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
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.**



26 February 2010

Dear Pupils

Inspection of Brackenhill Primary School, Bradford, BD7 4HA

I would like to thank you for making my colleagues and me so welcome when we came to inspect your school. In particular, we must thank the pupils who gave up some of their time to talk with us. We agree with your views that Brackenhill Primary is a good school that is well led and managed, so you are very safe and able to learn. You are learning how to improve your work and most of you make good progress.

There are many strengths in your school. You behave well and are kind and considerate to each other. You take on many responsibilities to help the school run smoothly and make excellent choices to help you to stay fit and healthy. You really enjoy school because your topics, school visits and clubs are so interesting that you have fun while you learn. The inspectors enjoyed hearing the brass band play. You know a lot about your local community and are generous in the time that you give to people in the community by entertaining them and raising money for others in need.

One of the reasons for our visit was to see how your school can improve. We think that although teaching is usually good it could sometimes be better. Although most of you attend school regularly, some of you could improve your attendance. Therefore, we have asked your school leaders to:

- make sure that the quality of teaching is at least good in every lesson
  - improve the attendance of those younger pupils who do not attend school regularly.
- You can all help the school to improve by attending regularly and working hard to meet your targets.

Yours sincerely

Mrs Carmen Markham

Lead inspector

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