

Bramley St Peter's Church of England Voluntary Controlled Primary School

Inspection report

Unique Reference Number	108003
Local Authority	Leeds
Inspection number	337001
Inspection dates	16–17 June 2010
Reporting inspector	Paul Lowery HMI

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

Type of school	Primary
School category	Voluntary controlled
Age range of pupils	5–11
Gender of pupils	Mixed
Number of pupils on the school roll	234
Appropriate authority	The governing body
Chair	Mr David Jorysz
Headteacher	Mrs C Harbow
Date of previous school inspection	8 January 2007
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Introduction

This inspection was carried out by two of Her Majesty's Inspectors and one additional inspector. They visited 12 lessons and 10 teachers were seen; discussions were held with parents, groups of pupils, the chair of governors, and staff. They observed the school's work including reviewing policy documents, records of meetings and samples of pupils' work. One inspector focused on arrangements to safeguard pupils. The inspection took into account questionnaire responses from pupils, staff and from 43 parents and carers.

- the extent to which the issues raised during the last inspection have been addressed
- whether teaching was good enough to ensure pupils made at least satisfactory progress
- if the leadership was having sufficient impact on reversing the decline in achievement, improving attendance, and addressing weakness in literacy and numeracy
- the school's particular strengths.

Information about the school

This is an average-sized primary school, serving predominately the Bramley, Stanningley and Armley areas of Leeds. Most pupils are from a White British background and, of the small number from different ethnic backgrounds, only a few speak English as an additional language. The proportion of pupils known to be eligible for free school meals is average. The proportion of pupils with special education needs and/or disabilities is above average, in particular those with speech, language and communication difficulties and those with moderate learning difficulties. The numbers with a statement of special educational needs is low.

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

Inspection judgements

Overall effectiveness: how good is the school?**3****The school's capacity for sustained improvement****3**

Main findings

This is a well organised, calm and happy school. It is providing its pupils with a satisfactory and rapidly improving education. It has a number of strengths including the support provided for pupils whose circumstances have made them vulnerable and the systems for care and guidance. As a result, pupils feel safe and behaviour is good. One parent commented, 'St Peter's has a real "family feel" and a wonderful happy atmosphere.'

Children start in Reception with a range of skills and abilities that are below those expected for their age. A significant minority of pupils have weak literacy and numeracy skills. Following below average Key Stage 2 tests results in 2008 and 2009, the school is rightly placing a renewed focus on raising attainment. As a result of increasingly effective teaching, inspectors observed that pupils are now making better progress. The school's tracking indicates that pupils' attainment, in particular in Years 5 and 6 and in mathematics, is now rapidly moving towards that expected nationally. Standards in literacy, especially in writing, remain low and the school is continuing to make this a priority for improvement. Pupils enjoy school and are increasingly securing success in their achievement. However, attendance, while improving rapidly, is low.

Changes in the curriculum to develop literacy and numeracy and encourage creative skills have been put in place. There is an emphasis on giving pupils access to new opportunities, including the 'Spirit Alive' local Olympics event, developing their social and emotional skills and cultural appreciation. Older pupils particularly welcome the broad range of clubs on offer. The quality of teaching is closely monitored. A carefully planned staff training programme has been effective in raising the standard of teaching. All teaching seen on the inspection was at least satisfactory and frequently good. Teachers and teaching assistants know their pupils well. Additional support for those with special educational needs and/or disabilities is well planned and effectively delivered.

Consequently, these pupils are making progress at least in line with their peers. The school recognises it needs to provide additional challenge to the most able, especially in the Early Years Foundation Stage. Here, work is not always sufficiently planned and assessed; consequently, children's progress varies. Additionally, the school is rightly working to strengthen the guidance given to all pupils through marking to ensure they know how to improve their work.

Parents and carers are positive about how the school is led and that the headteacher makes herself readily available to listen to concerns. One parent noted, 'the headteacher is in the playground every morning, talking to parents and pupils', and that she is, 'always there if you are concerned about anything'. The headteacher and senior staff have a clear vision, supported by a well-structured development plan, for improving the

school and raising achievement. All staff and pupils are clear that the priority is to raise attainment. As a result of a detailed review by senior staff on what needs to improve, effective changes have been made to many aspects of the curriculum, discipline systems, and teaching. These are starting to secure improvements; the school has satisfactory capacity to secure further improvement.

What does the school need to do to improve further?

- Raise levels of attainment, in particular in literacy by:
 - increasing the opportunities for pupils to produce extended pieces of writing
 - improving handwriting and the presentation of written work
 - continuing to stress to pupils and families the importance of regular attendance.
- Improve the proportion of teaching which is consistently good or better by:
 - modelling examples of the school's best practice in teaching and assessment
 - ensuring that marking is effective in showing pupils how to improve their work
 - providing the more able with a higher level of challenge.
- Improve the outcomes for children in the Early Years Foundation Stage by:
 - ensuring that lessons are carefully planned and meet the needs of all children
 - securing a more accurate assessment of children's skill development.
- About 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

Outcomes for individuals and groups of pupils

3

Pupils are keen to learn. They respond well to challenge and enjoy practical approaches to learning. This is clearly evident in mathematics where staff are making work more challenging and fun; the emphasis is on applying numeracy skills across the curriculum. Here, attainment is rapidly rising. Attainment in English, particularly by boys, is low. The school has responded by recently introducing a range of initiatives, including the Big Write, to improve pupils' literacy and writing skills. As a result, pupils are making better progress. However, further work is required to raise expectations and ensure the most able are producing extended pieces of writing. Pupils' oral contributions to lessons and class discussions are good.

Most pupils with special educational needs and/or disabilities make similar or better progress than their peers. This is a result of the particularly effective additional support received in class, from teaching assistants, and from specialist support services which are based in the school.

Pupils enjoy school and behave well. Younger pupils welcome the support they receive from older pupils. There are high levels of participation in sport and pupils know the importance of a healthy diet. Pupils make a strong contribution to the school

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

community, readily taking on responsibility; however, opportunities to work with the wider community are less well developed. Pupils demonstrate a strong moral code and a good understanding of different religions. Activities, including the South Africa day seen during the inspection, are starting to strengthen pupils' cultural understanding of the global community.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account:	
Pupils' attainment ¹	4
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	3
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account:	
Pupils' attendance ¹	4
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

Improvements in teaching are underpinning the recent improvements in achievement. Pupils are keen to learn and they benefit from working in bright and vibrant classrooms. Lessons are typically marked by good relationships, effective management of behaviour and are conducted at a crisp pace. In one mathematics lesson pupils were being challenged with quick-fire questions, answering these on small mini whiteboards, allowing the teacher to check their understanding and provide further support as necessary. Where teaching is less effective, insufficient attention is given to assessing pupils' understanding and providing them with clear guidance on how to improve their work. There is considerable variation in the quality of marking; frequently, it does not

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

secure an improvement in pupils' subsequent work. Support is effectively targeted at the least able, but sometimes work is too easy for the more able, which on occasions slows their progress.

The school's curriculum has recently been carefully reviewed and reorganised. Significant emphasis is now placed on promoting the skills of literacy and numeracy. In addition, there is a clear priority placed on stimulating pupils' interests and giving them new opportunities and experiences. An active programme of enrichment in lessons, including visits by theatre groups and musicians, is complemented by a broad range of additional lunchtime and after-school clubs. Older pupils particularly welcome the sporting and artistic activities provided. Pupil and parent participation in the breakfast club's 'Wake up Shake up' is high. Provision for music within the school is strong. Pupils are proud of their participation in outside performances, including the Leeds School Choir.

Care, guidance and support are strengths of the school. Staff know their pupils well and effectively care for individuals. Pupils appreciate that adults listen to their views and quickly resolve any of their concerns. Good liaison has been developed with external agencies to provide effective support for vulnerable pupils. The school is taking clear action to improve attendance, which while still low, is improving and moving towards the national average.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

The headteacher and senior staff have a clear understanding of the school's strengths and weaknesses. Senior staff have high aspirations for pupils' success and are resolutely focused on securing improvements in pupils' attainment. Staff and pupils are clear about these priorities and are working well together to secure further improvement. Members of the governing body are supportive of the school and clearly monitor that it meets its statutory requirements. However, formal systems to involve parents and carers in action planning and review are not yet in place. Effective use is made of pupil data to target resources on those who need additional support. Targets are challenging and this is assisting the focus on driving up attainment. Good systems have been put in place to monitor the effectiveness of teaching and to plan training programmes. As a result, any inadequate teaching has been swiftly challenged and staff have a clear understanding of what constitutes effective classroom practice. Regular communication with parents and

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carers takes place to ensure vulnerable pupils are cared for well. However, the school recognises that further work is required to further engage with parents and carers in support of their child's regular attendance and learning. Leaders have a clear commitment to equality of opportunity and tackling discrimination. The progress of different groups is checked. However, action to promote the progress of the more able has yet to impact on achievement. The school is good at building effective partnerships with local schools and community organisations. It works well with external agencies in providing additional support for pupils and families. Satisfactory arrangements to ensure safeguarding are in place. Pupils clearly understand the risks involved in using new technology following an e-safety week in school. A detailed audit of community cohesion is in place and there is a strong sense of a shared ethos across the school. However, the promotion of cultural diversity and the appreciation of global dimensions are at an early stage. Inspectors observed that the leadership is using its involvement in the Stephen Lawrence Educational Standard to successfully promote wider community cohesion. School development plans are costed, financial management is secure; the school provides satisfactory value for money.

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	2
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	3
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	3
The effectiveness with which the school promotes community cohesion	3
The effectiveness with which the school deploys resources to achieve value for money	3

Early Years Foundation Stage

Children in Reception make satisfactory progress across the six areas of learning, although for a significant minority their language and communication skills are below average when they enter Year 1. Children behave extremely well and have positive attitudes to their work. They display an enjoyment of their learning and an enthusiasm

for the wide range of opportunities the Reception area provides. Children show concern for each other and are successfully learning to develop good relationships with adults and their peers. They feel safe and secure and demonstrate a feeling of trust in those around them.

Teachers organise a range of play and direct teaching activities that engage children in their learning. However, on occasion, too much focus is given to adult-led activities rather than allowing children to build up ideas, concepts and skills independently. There is a key focus placed on the teaching of phonics (the sounds that letters make). However, teachers do not always plan sufficiently to challenge the more able children, who at times were observed to sit waiting for others to catch up; consequently, they do not always make the progress of which they are capable. Children's welfare is securely promoted in a safe and secure learning environment. Parents and carers' views are sought prior to their child entering Reception; home visits are arranged and this helps to establish early effective partnerships. Leadership is satisfactory overall. Weaknesses in procedures for monitoring and assessing children's progress have been identified and new systems are being put in place. However, these improvements have yet to be embedded. Concerns raised during the last inspection on the provision of outdoor play space have been addressed.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	3
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	3
The quality of provision in the Early Years Foundation Stage	3
The effectiveness of leadership and management of the Early Years Foundation Stage	3

Views of parents and carers

While the number of questionnaires returned during the inspection was relatively small, almost all parents and carers are happy about their children's education. A few expressed concern that the school did not always deal effectively with issues of poor behaviour. Inspectors judged that the new systems for behaviour management were being consistently applied and instances of poor behaviour were rare.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramley St Peter's Church of England Voluntary Controlled 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 43 completed questionnaires by the end of the on-site inspection. In total, there are 234 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	23	53	20	47	0	0	0	0
The school keeps my child safe	23	53	20	47	1	2	0	0
The school informs me about my child's progress	22	51	21	49	1	2	0	0
My child is making enough progress at this school	21	49	21	49	2	5	0	0
The teaching is good at this school	23	53	21	49	0	0	0	0
The school helps me to support my child's learning	18	42	25	58	0	0	0	0
The school helps my child to have a healthy lifestyle	21	49	23	53	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)	14	33	29	67	1	2	0	0
The school meets my child's particular needs	16	37	25	58	2	5	0	0
The school deals effectively with unacceptable behaviour	12	28	27	63	4	9	0	0
The school takes account of my suggestions and concerns	16	37	26	60	2	5	0	0
The school is led and managed effectively	24	56	19	44	0	0	0	0
Overall, I am happy with my child's experience at this school	26	60	17	40	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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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.



Dear Pupils

Thank you for welcoming us to your school and taking the time to talk to us and show us your work. We judged your school to be providing you with a satisfactory education with several strong features, in particular, the care, guidance and support you receive from your staff.

You told us through your questionnaires and in discussions how you feel safe and enjoy coming to school. Your relationships with adults and each other, and your attitudes towards learning, are good. However, some pupils need to ensure they improve their attendance. Older pupils are keen to take on responsibility and help younger children. You understand the importance of regular exercise and eating healthily. The teachers are working hard to make sure you are taught well. We found you are making better progress with your mathematics but that too many of you still find improving your writing difficult. Your headteacher has real commitment to helping you all to attain well. She agrees with us that there are a number of areas that need to continue to improve, including:

- supporting you to attain well and improve your writing
- strengthening the quality of teaching and the guidance you receive in the marking of your work
- improving the progress of children in Reception through carefully planning and assessing their work.

You can make an important contribution to this by attending regularly and working hard, especially in improving your writing. Good luck with your studies.

Yours sincerely

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