

# Brackenhill Primary School

Dracup Road, Bradford, West Yorkshire, BD7 4HA

**Inspection dates** 2–3 October 2014

<b>Overall effectiveness</b>	Previous inspection:	Good	2
	This inspection:	<b>Good</b>	<b>2</b>
Leadership and management		Good	2
Behaviour and safety of pupils		Good	2
Quality of teaching		Good	2
Achievement of pupils		Good	2
Early years provision		Requires improvement	3

## Summary of key findings for parents and pupils

### This is a good school.

- All in this school live out the Brackenhill vision of 'Working together to achieve success'.
- Outstanding leadership from the headteacher and a highly effective leadership team are key strengths.
- Pupils' spiritual, moral, social and cultural development is good. Pupils enjoy their responsibilities within school.
- Behaviour is good, and at times is exemplary. The respect they show to each other and to adults makes a very positive contribution to this harmonious and successful school.
- The care provided for pupils is noted by all as a strength of the school. Parents are genuinely appreciative of the extra steps that the school takes for their children.
- The quality of teaching is good, and is improving. Central to this is the well-planned curriculum that provides memorable experiences for pupils.
- The Nursery and Reception classes provide many exciting activities that help children to quickly develop their communication and language skills.
- The achievement of pupils is good and has improved since the last inspection. In Year 1 and Year 2, pupils now make good progress and increasing proportions are attaining nationally expected standards from often below typical starting points.
- Pupils in Key Stage 2 make at least good progress and this has been the case for some years.
- The provision for disadvantaged pupils and those with disabilities and special educational needs is a strength of the school and results in them making equally good progress as all other pupils.

### It is not yet an outstanding school because

- Children in the Nursery and Reception classes do not make rapid enough progress in mathematics, reading and especially in writing.
- Marking of pupils' work is not fully consistent or effective in helping pupils to learn.

## Information about this inspection

- Inspectors observed 18 lessons or parts of lessons. Two of these observations were carried out jointly with the headteacher.
- Meetings were held with senior leaders, middle leaders, staff, the Chair of the Governing Body and three other governors, a local authority representative, and with groups of pupils. Telephone discussions were held with a consultant who works with the school, and also with a representative of Bradford Primary Improvement Partnership. Inspectors met with pupils with additional responsibilities within school, including 'Digital Leaders' and 'Anti-bullying Ambassadors'.
- Inspectors examined the school's own documentation relating to pupils' progress, the school's view of its own performance, and policies relating to behaviour and safeguarding. Inspectors also examined the work in pupils' books in class. A sample was examined jointly with subject leaders and middle leaders to scrutinise pupils' learning in English and mathematics, as well as in other curriculum subjects.
- Inspectors listened to pupils from Year 2 and Year 6 read. They spoke informally to pupils around school, at playtimes and lunchtimes.
- Inspectors took account of the 13 parental responses received at the time of the inspection from the on-line questionnaire (Parent View). They also took account of the 137 responses to the school questionnaire and talked with parents at the start of the school day, and met with a group of parents.
- Inspectors took account of the 38 responses to the staff questionnaire.

## Inspection team

Deana Aldred, Lead inspector	Additional Inspector
Julie Deville	Additional Inspector
Marilyn Massey	Additional Inspector

## Full report

### Information about this school

- This is larger than the average-sized primary school. The school has increased the number of pupils on roll since the time of the last inspection. At the time of this inspection, building work was in process to extend and improve the facilities of the school. The school is now in the later phases of this work.
- The proportion of disadvantaged pupils supported by the pupil premium is above average. The pupil premium is additional government funding to support those pupils who are known to be eligible for free school meals and children who are looked after by the local authority.
- The proportion of pupils from minority ethnic backgrounds is well above the national average. Most of these pupils speak English as an additional language.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported through school action plus or with a statement of special educational needs is higher than the national average.
- The school meets the government's current floor standards, which are the minimum expectations for pupils' attainment and progress in English and mathematics by the end of Year 6.
- The school holds the Artsmark Gold Award.
- The headteacher is highly regarded within the local authority for the leadership support she provides to other schools.

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

- Improve the quality of the teaching of reading, writing and mathematics in the Nursery and Reception classes so that more children start in Year 1 having achieved a good level of development.
- Ensure that the marking policy is consistently applied and that the quality of marking clearly helps pupils to learn from their mistakes and improve their work.

## Inspection judgements

### The leadership and management are good

- The headteacher provides a clear vision of what she wants for the pupils of Brackenhill School. She provides purposeful and successful leadership that has driven the improvements since the last inspection. All are agreed that she has ensured the smooth running of the school, during a time of expansion. Pupils new to the school have been successfully integrated, building works have been well managed, and new members of staff appointed. The headteacher has built an effective team of senior leaders who share her ambitions for the school to become better still.
- The school's actions to improve teaching have proved successful and are raising standards. Guided by their clear vision on what is best for their pupils, leaders take innovative steps and effectively share learning with other successful schools. They take advice and training from the local authority and also from consultants, which have improved the quality of teaching and the quality of leadership. Middle leaders now have the skills and are given the time to check on how well pupils are doing in their learning. Strengths and weaknesses in teaching are closely tied to performance management, teachers' targets and performance related pay awards.
- Information about how well pupils are doing in their learning is collected regularly and used intelligently to inform discussions, including with governors, and to improve how pupils are taught. The deputy headteacher has successfully improved the school's use of this information since the last inspection.
- The local authority is highly confident in the leadership of the school and uses the expertise of the headteacher to support leaders in other schools.
- There are clear policies to inform practice. Policies to improve teaching, particularly in the skills of writing and mathematics, are successfully raising standards for pupils in Key Stage 1 and Key Stage 2. The school recognises that they now need to be effective in the early years so that a higher proportion of children reach a good level of development in reading, writing and mathematics
- Additional funding is spent well. The pupil premium funding is used to provide support for disadvantaged pupils, and these pupils now make at least the same good progress as their peers in their learning. The primary school sport fund is used to provide specialist teaching, a wide variety of clubs and many opportunities for pupils to take part in competitions, including working in mixed teams with pupils from other local schools. This helps to promote good relationships across the community, and a positive attitude to competitive sport.
- The school promotes equal opportunities well, and takes decisive actions against discrimination of any type. This is a fully inclusive school. It is highly successful in supporting disadvantaged pupils, pupils with disabilities and special educational needs, and pupils who are new to speaking English. Parents of these children rightly praise the school.
- **The governance of the school:**
  - Governors are fully supportive of the school's leadership and share their ambitions for the school to continue to improve. Many have been associated with Brackenhill Primary School for a long time and know the pupils and families well. They cherish it as a valuable part of their community. The Chair of the Governing Body is well supported by an experienced team of governors. Under her leadership, governors have worked successfully, supporting leaders and teachers to raise standards by improving teaching. They have an appropriate range of skills and have made good use of training to ensure that they are effective in holding the headteacher to account for the performance of the school, including the effective spending of pupil premium funding. They have improved their knowledge of how well pupils are doing in their learning through their links with middle leaders and subject leaders, as well as through their links with individual classes. They understand the quality of teaching in the school, and the actions taken to improve achievement, particularly of the pupils in Year 1 and Year 2. They are fully involved in checking how well the school is addressing the areas for improvement, accurately identified by the school. Governors ensure that school finances are well managed and that the school's arrangements for safeguarding are in place. Statutory duties are fulfilled.

### The behaviour and safety of pupils are good

#### Behaviour

- The behaviour of pupils is good. At times, the conduct of pupils around school is exemplary. For some years pupils have conducted themselves well, adapting to the changes brought about by the extensive building works.

- Pupils are polite, courteous and caring towards each other. This is because adults care exceptionally well for their pupils. They give a high priority to teaching them how to manage their own behaviour and how to respect others. Together they make a strong contribution to this happy, purposeful and highly inclusive learning environment.
- In discussion with inspectors, pupils shared that 'pupils are happy' and they went on to explain that is because 'this is a good, stable school. We celebrate our diversity, we appreciate talent, we focus on positives not negatives'.
- All pupils who spoke with inspectors have positive views about behaviour in school. They know who to go to if they need help and are clear about what the school is doing to improve behaviour further. For example, through the pupils' roles as Brackenhill Buddies and Anti-bullying Ambassadors.
- Behaviour rewards are given for good citizenship, yet pupils recognise that the importance of their behaviour goes beyond rewards. They rightly feel that they are good role models to others and they are helping to improve their school.
- The school is working hard to improve attendance. It has improved since the last inspection, particularly for younger pupils, and is now similar to the national average. The school has taken a strong and determined position on ensuring that all pupils are in school, and are not withdrawn for family holidays.
- Pupils are taught the skills they need to be successful in their learning, such as perseverance. This specific teaching helps them to develop a good attitude to learning. At times, when pupils' attitudes are less than good, this usually correlates with less effective teaching.

### Safety

- The school's work to keep pupils safe and secure is good. Parents and staff believe the school keeps their children safe and happy. Any issues are well managed, and generally they are quickly resolved.
- The 'Anti-Bullying Ambassador Scheme' has improved the support provided to pupils by the learning mentors. For example, these pupils help to manage any minor incidents at playtimes and to supervise areas where some pupils had previously felt unsafe.
- Pupils who spoke with inspectors have a good understanding of the different forms of bullying, including name-calling and cyber bullying through mobile phones and on the internet.
- Pupils work well together to keep themselves and others safe.

### The quality of teaching

**is good**

- Teaching is good and has improved since the last inspection.
- Planning for lessons has developed and provides challenging tasks appropriate to pupils at different levels of understanding. Expectations of what pupils can achieve have been raised and so pupils are reaching higher standards in their work. Planning delivers an exciting and relevant curriculum, tailored to the interests and experiences of the pupils of Brackenhill School.
- The provision for pupils with disabilities and special educational needs is a strength of the school. Teaching assistants provide skilful support for pupils, in checking and developing their understanding in lessons and helping them to develop confidence and independence both in their work and play.
- In mathematics, a consistent approach to teaching throughout the school is helping pupils to become more secure in both their recall of number facts, such as their times tables, and skills such as addition and subtraction. The well-thought-out policy is being consistently and effectively applied and so pupils are developing confidence in how to complete the work set for them.
- Similarly, consistency in teaching is helping pupils in Key Stage 1 and Key Stage 2 to successfully apply and develop their writing skills. These pupils make good progress in their writing, especially in their handwriting and their use of grammar and punctuation. From Year 1 onwards, pupils learn to write in a cursive style, and so their handwriting is well formed and easy to read.
- A high priority is given to developing pupils' spoken language, across all subjects. This helps pupils, particularly those for whom English is not their first language, to develop sentence construction and a widening range of vocabulary specific to different subjects and experiences.
- The school has developed an effective and manageable marking system, to help pupils make more rapid progress in their learning. They have correctly identified, as a priority of the school, that this system needs to be consistently used. Exercise books examined during the inspection confirm that this remains an area for development because there is inconsistency in how the books are marked.

**The achievement of pupils is good**

- Most children start early years, in the Nursery and Reception classes, with skills that are below those typical for children of this age. Many start with skills that are significantly below, particularly in communication and language. The school rightly places a high priority on making sure that pupils are helped to make the best possible start, particularly in this area of learning.
- Teaching gives high priority to children rapidly gaining ground in the essential skills of early learning, so that they are well prepared for the next stage in their education. The improvement in quality in the Nursery and Reception classes is ensuring an increasing number of children begin Year 1 having achieved a good level of development although the number remains below the national figures. The school recognises that with improved skills in mathematics, reading and especially in writing, a higher proportion of children are capable of reaching this good level of development. The school is working hard to achieve this. However, improvement is not yet well established and so children in the early years do not make rapid enough progress in reading, writing and mathematics.
- Improved teaching in Year 1 and Year 2 has led to an increase in the proportion of pupils attaining nationally expected standards at the end of Key Stage 1. School data shows that in 2014, although the proportion was lower than pupils nationally, pupils at Brackenhill School attained higher standards compared with 2013, across all subjects. Standards are rising as a result of improved teaching, particularly in mathematics, writing and reading. Inspection evidence confirms these pupils make good progress from their starting points. This is an improvement since the last inspection.
- Pupils make at least good progress from the end of Key Stage 1 to the end of Key Stage 2 and this has been the case for some years now. Some pupils make outstanding progress. In the Year 6 national tests in 2014, similar proportions to pupils nationally reached the expected levels in English, and higher proportions in mathematics. Improved standards were attained, across all subjects, compared with 2013. School data, confirmed by inspection evidence, show that the most able pupils throughout the school are appropriately challenged, so they are reaching the higher standards of which they are capable.
- Pupils in Year 4 told inspectors that mathematics is their favourite subject. They understand precisely what they need to improve to be better mathematicians. They enjoy mathematical challenges and learning to solve problems. In tailored teaching for a specific group of the most able pupils in Year 6, a problem-solving activity was confidently approached by all pupils in the group. Aply taught by a teaching assistant, they persevered to work out the answers to 'age old problems', understanding that they needed to apply their mathematical skills, as well as patience and determination to succeed.
- High aspirations to achieve are shared throughout the school. Pupils work diligently to do the best they can in their work. For example, the most able pupils in Year 3 worked to improve the quality of their writing by developing more complex sentence structures within their version of the story 'We're going on a bear hunt'.
- Pupils enjoy learning to read and sharing books. Pupils are confident to question what they do not understand, and to discuss what they are reading. For example, younger pupils when reading a story about a rescue helicopter began a discussion about safety and how they keep themselves safe when crossing the road. Lower-attaining pupils read with the same interest and enthusiasm as the most able pupils. Their reading skills are improving, for example, how they blend sounds to make words.
- The school's data for the Year 6 tests in 2014 shows that in reading, writing and mathematics disadvantaged pupils left school with standards that were higher than other pupils. In English they were about a term ahead of their classmates, and about half a term ahead in mathematics. This data, compared with the nationally held data for 2013, confirms improved achievement for these pupils. In 2013, disadvantaged pupils left school with standards that were well below the standards of other pupils in school and non-disadvantaged pupils nationally. They were about four and a half terms behind in mathematics, about three terms behind in writing, and in reading they were five terms behind non-disadvantaged pupils nationally and two terms behind non-disadvantaged pupils in the school.
- This success is evident throughout school, with the data showing that there is little difference in the progress made between groups of pupils currently in the school. This clearly demonstrates the school's successful commitment to promoting equality of opportunity for all pupils.

**The early years provision requires improvement**

- The quality of teaching and learning in the early years requires improvement particularly in the teaching of reading, writing and mathematics to help speed up children's progress in these areas of learning.
- Learning through play is well planned in both the indoor and outdoor areas. Good use is made of all

spaces, with well planned activities that fascinate children, and help them to make good progress in developing their communication and personal and social skills.

- Children are confident working alone, alongside and with other children. Children show good levels of concentration and perseverance, completing tasks with high levels of independence. For example, one child who had chosen to work alone patiently and diligently selected plastic balls, one at a time to play a game of skittles. She carefully matched the colour of the ball to that of the skittle she was aiming for, repeating her shots until she was successful.
- There is high quality interaction between adults and children, which helps children to make at least good progress in their communication and language skills.
- The leadership of the early years is good. Teaching is well planned to develop language and communication skills, particularly as many children begin with skills that are much lower than usually found in children of their age. However, the leader recognises that more still needs to be done to help children to make good progress in mathematics, reading and especially writing so that increasing proportions enter Year 1 working at a good level of development. Improvements are being made to ensure that well planned activities provide appropriate challenge across these areas of learning.
- A high priority is given to children's personal, social and emotional development, and this is evident in the caring relationships between children. Children in the early years behave well, and it is clear that they feel safe in this well-managed environment.

## What inspection judgements mean

School	Grade	Judgement	Description
	Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
	Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
	Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
	Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	107250
<b>Local authority</b>	Bradford
<b>Inspection number</b>	448344

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

<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>	410
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Julie Hields
<b>Headteacher</b>	Helen Metcalf
<b>Date of previous school inspection</b>	24 February 2010
<b>Telephone number</b>	01274 578286
<b>Fax number</b>	01274 523625
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