



Brunswick Primary School

Inspection Report

Unique Reference Number 107069
LEA Sheffield
Inspection number 277694
Inspection dates 14 June 2006 to 15 June 2006
Reporting inspector Mrs Kath Halifax CfBT Lead Inspector

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

Type of school	Primary	School address	Station Road
School category	Community		Woodhouse
Age range of pupils	3 to 11		Sheffield, South Yorkshire S13 7RB
Gender of pupils	Mixed	Telephone number	0114 2695315
Number on roll	511	Fax number	0114 2696081
Appropriate authority	The governing body	Chair of governors	Cllr Ray Satur
Date of previous inspection	7 February 2000	Headteacher	Mrs R Firth

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Brunswick is a larger than average primary school with a Nursery. It is oversubscribed in most year groups. Almost 90% of pupils are of White British heritage, the remainder being mostly Asian or African-Caribbean. Five different home languages are spoken. The number of pupils in receipt of free school meals is average, as is the proportion of pupils with learning difficulties and/or disabilities. Two pupils are in the care of the local authority. The school has been awarded Investors in People, the Basic Skills Award and the Sports Active Mark.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 3

Inspection findings differ from the school's evaluation of good. This is a satisfactory school. Standards are average, and achievement satisfactory. Following the previous inspection, standards continued to rise until 2004. This is still the case with science. However, while the number of pupils leaving and joining the year group, and the number of pupils with learning difficulties and/or disabilities contribute to the sharp fall in standards in English and mathematics in 2005, there has been considerable underachievement in the past two years. Nevertheless, as a result of additional help and support provided for those who find learning more difficult, standards overall are broadly average by both Year 2 and Year 6. Despite this overall satisfactory picture, some pupils do not do as well as they should because the quality of teaching is too variable and this is affecting pupils' performance especially in reading by Year 2 and mathematics for higher attaining pupils by Year 6. The curriculum is satisfactory but more could be done for higher attaining pupils and those who are gifted and talented. It is good for children in the Foundation Stage and, alongside good teaching, enables them to make good progress and achieve well. Through good provision for their personal development, and through the good care adults provide, pupils are well-behaved and have positive attitudes to school. Their attendance is satisfactory. Links with the community, particularly those with the specialist sport college, contribute well to pupils' personal development and their achievement in physical activities. Pupils and parents think highly of the school.

Overall, leadership and management are satisfactory. The leadership team works well together. Although inspection findings differ somewhat from the school's own evaluation of its work, it is clear that leadership and management know what needs to be done to raise standards. Consequently, it has the capacity for further improvement. Although systems are in place to check on the progress pupils make, these are not well enough developed for those who learn more slowly to allow them to build systematically on their previous learning. In addition, this information is not always used as well as it could be to set appropriately challenging targets for all pupils. Value for money is satisfactory.

What the school should do to improve further

- Improve the quality of teaching to ensure pupils make good progress, especially in reading, by Year 2 and, for higher attaining pupils, in mathematics by Year 6.
- Improve systems for checking on the progress of pupils who learn more slowly than others in order to enable them to build more effectively on their previous learning.
- Monitor the school's performance more consistently and ensure that information about pupils' achievement is used more effectively so that all abilities make equal progress in all subjects.

Achievement and standards

Grade: 3

Achievement is satisfactory and standards are average by the end of Years 2 and 6. From below average attainment on entry to the school, children in the Foundation Stage make good progress and achieve well, especially in their personal, social and emotional development and in communication, language and literacy. Pupils make satisfactory progress, overall, in Years 1 and 2, though a significant proportion do not achieve as well as expected in reading. While overall progress in Years 3 to 6 is also satisfactory, there has been considerable underachievement in some of these classes, particularly in writing and mathematics. This has resulted in a downward trend in standards. Although this is being remedied, some higher attaining pupils still do not do as well as they could in mathematics. The school's focus on writing is paying dividends, with standards now satisfactory. The picture in science is better, with standards continually above average because pupils are inspired by more exciting teaching. While pupils with learning difficulties and/or disabilities make satisfactory progress towards the targets set out in their individual education plans, these are not always realistic and do not always break learning into sufficiently small steps. Their progress is not recorded in such a way as to enable staff to help them to build effectively on their previous learning. There is no significant difference in the achievement of pupils from different ethnic groups.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy school and their self-confidence blossoms. Many children in the Foundation Stage arrive with limited social skills but soon become self-confident, happy learners in the welcoming yet challenging environment that staff create. Pupils throughout the school demonstrate a keen awareness of right from wrong and happily follow the behaviour code. They are well motivated by the rewards system and enjoy competing for a 'Reasons to be Cheerful' award from the school council. In this largely white community, pupils develop respect for others' cultural differences and/or disabilities. Pupils are courteous, friendly and behave well. They delight in talking about their school, saying, 'It's a friendly, caring school.' Parents say their children enjoy attending Brunswick. Attendance is satisfactory and pupils arrive on time. They learn to work safely and endeavour to live a healthy lifestyle, choosing nutritious food and taking regular exercise. Pupils enjoy the physical and social challenges presented by residential trips and many sporting activities. They contribute well to school life through the busy school council. Councillors listen carefully to class representatives and discuss points constructively. Opportunities to work as a member of a team prepare pupils well for the world of work.

Quality of provision

Teaching and learning

Grade: 3

The quality of teaching and learning is satisfactory. Teachers plan and prepare lessons well. They show good subject knowledge and the focus on teaching writing is improving learning. Pupils say, 'teachers make learning fun' and agree that lessons are usually interesting. Practical activities such as designing and building tents capture pupils' imagination. Teachers are successfully developing pupils' skills in assessing their own work and that of their classmates. They have high expectations and manage behaviour well, so that little time is wasted. Conscientious teaching assistants support pupils' learning effectively.

There are, however, some inconsistencies in teaching. Higher attaining pupils are not always adequately stretched and negative responses are sometimes reinforced. The pace of lessons is sometimes too slow. This results in less progress for pupils in some lessons, most notably in reading for younger pupils and mathematics for higher attaining older pupils. Furthermore, in the concluding part of some lessons, there is too little focus on identifying what pupils need to remember. Teachers assess and record pupils' achievements appropriately. However the assessment of pupils who learn more slowly is not sharp enough to identify the small steps of progress pupils need to make in order to build systematically on previous learning. Teaching in the Foundation Stage is good and results in good progress, particularly in children's language and social skills.

Curriculum and other activities

Grade: 3

The curriculum is satisfactory. Children in the Foundation Stage benefit from a varied programme, which contributes to their good achievement. Statutory requirements are met. The curriculum meets the needs of most pupils, but gifted and talented pupils are not always given work that allows them to achieve their best. There is good support and provision for these pupils in music and sport, but this is not always the case in academic subjects. The curriculum is enriched by a good range of clubs and activities, which are enthusiastically supported by pupils of all ages. Provision to ensure pupils adopt a safe, healthy lifestyle is good. There is a particularly effective link with the local sports college, which contributes significantly to pupils' health and personal development.

Care, guidance and support

Grade: 2

The school provides good care and support for its pupils. Procedures to protect pupils, including the most vulnerable, those from different ethnic backgrounds, and those in the care of the local authority, are in place and known to staff. Training for newer lunchtime supervisors is planned for the near future. Procedures for health and safety

are good, with the assessment of potential risks in place, but break and lunchtime arrangements need tightening. Pupils with learning difficulties and/or disabilities receive good support, especially for their physical needs. The school works well with parents to aid pupils' progress. Pupils trust staff and are confident to approach them if they are troubled. Most teachers ensure pupils are familiar with their learning targets. However, guidance for pupils' academic achievement is not as defined as that for their well-being. Pupils in Year 6 are prepared well for transfer to secondary education. This is strengthened through the sports programme.

Leadership and management

Grade: 3

The school's judgement of good differs from inspection findings that leadership and management are satisfactory. This is because teaching, standards and achievement could be better for some pupils in some subjects. The headteacher is clear about where the school is going and has a commitment to raising standards, though the school's view of its effectiveness is over generous in some aspects. In addition, priority is given to pupils' personal development, this being evident in the orderly, happy school community. The re-organisation of management with the introduction of assistant headteachers and leaders responsible for two year groups has improved communication and fostered teamwork well.

The headteacher regularly monitors classroom practice. While this is having an effect in some areas such as writing, there are still inconsistencies in the quality of teaching and learning, particularly in Years 3 to 6. Systems introduced to track pupils' progress have been useful in enabling managers to identify underachievement. However, these are cumbersome and not utilized consistently by all teachers. This limits the effectiveness of the information in helping to raise standards.

Governance is satisfactory. Governors have developed a clear understanding of what the school does well and what needs to be improved. They have worked hard, alongside the leadership team, to bring about improvements. This is evident in better standards in writing, but has not been so effective in some other areas of learning. The school improvement plan focuses on the main priorities and is suitably modified in the light of monitoring. The views of parents and pupils are taken into account whenever the plan is reviewed. The issues identified by the previous inspection have been addressed. While standards did improve following the last inspection, the 2005 decline and recent underachievement make improvement since the last inspection and the capacity to improve no higher than satisfactory. Nevertheless, inspection findings demonstrate the school has turned the corner and the dip has been reversed.

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Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	School Overall	16-19
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	3	NA
How well does the school work in partnership with others to promote learners' well-being?	2	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	3	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	3	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	2	NA

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	3	NA
How well do the curriculum and other activities meet the range of needs and interests of learners?	3	NA
How well are learners cared for, guided and supported?	2	NA

¹ Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

The extent to which schools enable learners to be healthy	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
The extent to which providers ensure that learners stay safe	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
The extent to which learners make a positive contribution	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
The extent to which schools enable learners to achieve economic well-being	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

Text from letter to pupils explaining the findings of the inspection

Thank you for welcoming us to your school and for being so polite and friendly. We enjoyed meeting you, eating lunch with you and joining you at break time and especially seeing the new MUGA.

What we liked most about your school

- You work hard and behave well.
- You make good progress and achieve well in science and information communication technology.
- Children in the Nursery and Reception classes make good progress.
- Teachers have worked hard to help you improve your writing.

What we have asked your teachers to do now

- Make sure teaching is good enough so you all make good progress, especially in reading at Key Stage 1 and mathematics for more able pupils at Key Stage 2.
- Make sure teachers improve the way they check on the progress of pupils who learn more slowly and set small targets for them.
- Make sure the headteacher, staff and governors keep a careful check of your achievements so you all make equal progress in all subjects.

We enjoyed our short time with you and wish you well for the future.