

Brunswick Primary School

Inspection report

Unique Reference Number	107069
Local Authority	Sheffield
Inspection number	324518
Inspection dates	5–6 May 2009
Reporting inspector	Joan McKenna

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	511
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Cllr Ray Satur
Headteacher	Mrs R Firth
Date of previous school inspection	14 June 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Station Road Woodhouse Sheffield South Yorkshire S13 7RB
Telephone number	0114 2695315
Fax number	0114 2696081

Age group	3–11
Inspection dates	5–6 May 2009
Inspection number	324518

© Crown copyright 2009

Website: www.ofsted.gov.uk

This document may be reproduced in whole or in part for non-commercial educational purposes, provided that the information quoted is reproduced without adaptation and the source and date of publication are stated.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

Introduction

The inspection was carried out by three additional inspectors.

Description of the school

This much larger than average school serves a mixed area, which includes parts that are less advantaged than is typical. The very large majority of pupils are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities is a little above average. The school makes provision for the Early Years Foundation Stage through four classes, Foundation Stage 1 for younger children and Foundation Stage 2 for older children. The school has gained many awards, including Healthy Schools, Activemark, Investors in People, Eco Schools Silver and the FORGE School Sport Partnership Award for out-of-school learning. There is an out-of-school club on-site, which was not inspected as part of this inspection. There have been significant changes in staff in recent years, with over two-thirds, including some leaders, being new since the last inspection.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Brunswick School is providing a good quality of education for its pupils. There is a strong commitment to caring for them and the school ensures they develop well personally. Staffing issues, which in recent years had some negative impact on pupils' achievement, have been resolved and the school is now enabling pupils to progress well academically. These improvements, along with the good quality of provision, indicate a good capacity to improve further.

The pastoral aspects of the school are strong. All pupils are valued and are well known to staff, which, coupled with good relationships, means that pupils feel secure and confident to approach staff with any worries. Pupils with additional needs receive particularly effective support, which enables them to participate fully in school life. Pupils are happy, friendly and behave well. They are keen to learn and to please their teachers. They respond with great enthusiasm to the varied and stimulating activities provided for them. They have a good understanding of how to live a healthy lifestyle and how to keep themselves safe.

Pupils enter the school with knowledge and skills that are below those expected for their age. By the time they leave Year 6, they reach standards that are in line with the national average. Inspection evidence indicates that standards are rising across the school, although they are lower in writing than in reading and mathematics. Pupils' achievement is good, including for those with learning difficulties and/or disabilities, because of the effective, specifically-targeted support that they receive. The most able pupils do not always learn fast enough, however, because work is not matched to their needs well enough in all lessons.

Good teaching and learning and a good curriculum make a significant contribution to pupils' improving achievement. In the large majority of lessons, interesting, practical tasks, along with well informed instruction and careful questioning by teachers help to develop pupils' knowledge and understanding at a good rate. A minority of lessons, however, are less effective. In these less effective lessons, teachers' planning does not always take account of the full range of pupils' abilities and where individual pupils are in their learning. Basic skills are promoted well through the curriculum and pupils' experiences are enhanced effectively by a wide variety of visits, visitors and extra-curricular activities.

The headteacher and deputy headteacher are an effective partnership. They set the tone for the positive, inclusive climate within the school and the clear drive towards school improvement. The expectations of other leaders are explicit and the other leaders are well supported in developing their leadership skills. As a result, there is good teamwork and a shared sense of purpose. Effective monitoring and evaluation arrangements are in place resulting in strengths and priorities for development being well known. New, thorough systems for assessing and tracking pupils' progress have been introduced and are used to inform decisions about further action to take. However, the information is not yet analysed fully by leaders or used enough by teachers to ensure consistently fast rates of progress by pupils.

The school works in good partnership with parents and external organisations to meet pupils' personal and academic needs. Most parents are very supportive of the school, with 'my daughter loves Brunswick School' and 'we feel our son has really benefitted from being at this school' being typical comments made to inspectors.

Effectiveness of the Early Years Foundation Stage

Grade: 2

The provision for children in the Early Years Foundation Stage is good, enabling them to achieve well. Children start in Foundation Stage 1 from a wide range of pre-school providers, with skills that are below those expected for their age, particularly in communication and social skills. There is a good induction programme, which ensures that children settle well into school life and starts a good partnership with parents. The safe and well equipped outdoor area is carefully set out, with planned opportunities for children to develop physically, emotionally and socially. Children grow in self-esteem and enjoy their learning, cooperating and having fun together. For example, two children in Foundation Stage 2 worked together to construct their own road from home to the cinema, planning car parks and bridges. There is a good balance of adult- and child-initiated activities. Children talk confidently about their ideas and relationships with the staff are good. Teachers motivate more reluctant writers by personalising their learning. For example, four boys were encouraged to create a book based on their interest in spiders.

A recent improvement in assessment arrangements has begun to support the Foundation Stage 1 staff in better identification of children's starting points. The welfare of children is paramount and care is taken to ensure that they are nurtured at all times. At the end of the Early Years Foundation Stage, standards vary because of the different starting points of groups of children. Inspection evidence indicates that standards are rising. Now, generally, most children meet the goals set for children of that age, although this is not always the case. The interim arrangements for leadership and management ensure that the Foundation Stage is running smoothly.

What the school should do to improve further

- Raise standards and improve achievement, especially in writing and for the most able pupils.
- Improve the consistency of teaching by ensuring that all lessons take account of the full range of pupils' abilities so that pupils learn equally effectively across the school.
- Make better use of assessment information so that leaders and teachers take well informed action to improve pupils' progress.

Achievement and standards

Grade: 2

The most recent national assessments and test results at the end of Years 2 and 6 were in line with the national averages. A smaller proportion than nationally gained above average levels, especially at Key Stage 1, and results were lower in writing than other subjects. While current standards at the end of Key Stage 2 are also in line with the national average overall, standards are rising across the school because of the impact of recent developments to provision, including closer tracking of pupils' progress. Action to improve writing is also having a positive effect on pupils' work, but is not yet resulting in standards as high as in other subjects. Pupils are now progressing at a faster rate than previously, although the rate varies between classes. Support from some skilled teaching assistants helps pupils with learning difficulties and/or disabilities to make good progress similarly to the majority. The most able pupils do not always reach the standards they are capable of because they do not regularly receive targeted support, or always have work that challenges them sufficiently. The very small number of pupils from minority ethnic heritages progress well and in line with their peers.

Personal development and well-being

Grade: 2

Pupils are very positive about the school and they enjoy participating in all that it offers. 'It's always fun to learn' was a typical comment. Good relationships with the staff mean that pupils grow in confidence and self-assurance. Pupils know how to keep safe and show consideration towards each other. They cooperate very well together. Older pupils act as 'play leaders' at lunchtimes, taking advantage of the spacious play areas and extensive equipment. Pupils know about leading a healthy lifestyle and they understand about making healthy choices. Attendance is broadly in line with the national average. Pupils' spiritual, moral and social development is good. They celebrate cultural diversity through a range of activities, including studying different religions and the cultures and beliefs of other countries, as well as their own. The school council is active, and, through its wide range of activities, pupils feel they have a voice and are listened to. Pupils are proud their school has been recognised as an Eco School. Pupils are confident about and are well prepared for their futures because of their positive experiences at Brunswick.

Quality of provision

Teaching and learning

Grade: 2

Common strengths in lessons at the school are that they have a clear focus and are well organised. Relationships are good and pupils respond positively to teachers' high expectations of their behaviour and work. Information and communication technology (ICT) is used well by both teachers and pupils to add interest and pace to lessons. Where teaching is strongest, which is in the large majority of lessons, tasks engage pupils' interest and require them to be actively involved in their learning. Pupils have good opportunities to develop their understanding through discussion, such as talking with a partner or working in a group. Teachers explain things clearly and are effective at asking probing questions to extend pupils' knowledge. Teaching assistants are deployed effectively to help ensure that pupils with learning difficulties and/or disabilities can access the work and make progress. Not all teaching is of this quality, however, and where it is less effective, there is not such clarity of purpose and pupils have fewer opportunities to work actively or independently. Teachers take general account of pupils' different levels of ability in lessons, but do not always use information about their prior attainment to match tasks to their needs precisely enough, especially for the most able. Marking is frequent and encourages pupils in their work. Some gives very clear guidance to pupils about how to improve, but this is not always the case.

Curriculum and other activities

Grade: 2

The curriculum places priority on developing pupils' literacy, numeracy and ICT skills, with a recent emphasis on improving writing. It meets the needs of most learners, including those with learning difficulties and/or disabilities, but does not yet fully meet the needs of the most able pupils. Both the building and the grounds have been developed to extend the curriculum and provide a stimulating environment. The science garden, for example, which was developed by staff, pupils and the local community working together, is an inspiring resource. The school has been recognised locally for the quality and range of its extra-curricular activities, especially for sport. Participation rates in these are high. Good partnership with a local secondary school

and outside agencies extend the curriculum provided for pupils. These wider opportunities are much appreciated by pupils and their parents.

Care, guidance and support

Grade: 2

Pastoral support is strong and the staff promote the well-being of pupils with care and attention to detail. Procedures to promote child protection, safeguarding and safety meet requirements. Effective policies ensure that behaviour is good and attendance is improving. Pupils needing additional support are supported very well by the staff within the school, and through effective partnerships with specialist external agencies where necessary. These strong partnerships ensure that pupils and their families receive the support necessary to ensure that pupils attend school happily and make good progress. The new systems for tracking pupils' progress are being used to identify where action is needed to keep pupils on track to meet their targets and this is helping to improve the rate of progress made. However, there is not yet sufficient analysis of all the available information to inform practice at a variety of levels within the school.

Leadership and management

Grade: 2

A new leadership structure is in place and roles and responsibilities of all leaders are very clear. Management systems have been strengthened, for example, for checking on pupils' progress and involving middle leaders in monitoring the effectiveness of provision. As a result, there is an increasingly shared and accurate understanding of what needs to be improved. Challenging targets are set for pupils' attainment. Governors are very supportive of the school and are well informed about it. They ask searching questions to check its effectiveness. Resources are used well. Leaders and governors, while pleased that the action they have taken is improving the school, show no complacency. They recognise that they have not yet fully ensured consistency in the quality of practice in the school and that there is insufficiently detailed analysis of pupils' ongoing progress. Promoting equal opportunities and eliminating discrimination is central to the inclusive aims of the school. The school is making good progress to promote community cohesion. It ensures that pupils celebrate their own and others' cultures and has good links with parents and a wide range of local organisations. It is extending links within the region and internationally, through, for example, establishing relationships with other schools.

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaints about school inspection', which is available from Ofsted's website: www.ofsted.gov.uk.

Annex A

Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
---	----------------

Overall effectiveness

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

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	2
How well do children in the EYFS achieve?	2
How good are the overall personal development and well-being of the children in the EYFS?	2
How effectively are children in the EYFS helped to learn and develop?	2
How effectively is the welfare of children in the EYFS promoted?	2
How effectively is provision in the EYFS led and managed?	2

Achievement and standards

How well do learners achieve?	2
The standards ¹ reached by learners	3
How well learners make progress, taking account of any significant variations between groups of learners	2
How well learners with learning difficulties and/or disabilities make progress	2

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

Personal development and well-being

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

The quality of provision

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	2
How well equality of opportunity is promoted and discrimination eliminated	2
How well does the school contribute to community cohesion?	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Annex B**Text from letter to pupils explaining the findings of the inspection**

Inspection of Brunswick Primary School, Sheffield, S13 7RB

Thank you very much for being so friendly and welcoming when my colleagues and I visited your school earlier this week. We enjoyed meeting you and talking with you very much. I would like to let you know our findings about your school.

Brunswick is a good school. You behave well and are keen to learn. You work hard and make a helpful contribution to school life, such as through the school council. You enjoy school. You put a lot of energy into your lessons and join in the wide range of additional activities. The staff care for you well and this helps you feel safe and secure. The good relationships that you have with them mean that you feel confident to turn to them with any worries.

I think you are well taught. Children in the Early Years Foundation Stage get off to a good and enjoyable start in school. You build on this experience as you move through the school and as a result you make good progress in your work. You are reaching standards that are similar to those achieved by pupils nationally and, because your achievement is improving, the standards you reach are rising.

Your headteacher, deputy headteacher and other staff are working hard to make sure your school is effective and are successfully improving it for you. I have asked them to focus on three things to make it even better for you. I have asked them to help you reach higher standards and do even better in your work and to give particular attention to helping you improve your writing and to give harder work to those who find their current work a bit easy. Teaching is good in most lessons, but it is a little less effective in a minority of them, so I have asked the school to make sure you learn equally well in all lessons. Finally, the school is checking carefully on the progress you are making and I have asked your school's leaders and teachers to use the information more to take further action to help you improve your work. You can help by attending school regularly and continuing to work hard.