

Bramhope Primary School

Inspection report

Unique Reference Number	107882
Local authority	Leeds
Inspection number	377659
Inspection dates	1–2 December 2011
Reporting inspector	David Byrne

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	260
Appropriate authority	The governing body
Chair	Keith Smith
Headteacher	Pauline Lawson
Date of previous school inspection	7 June 2007
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Introduction

This inspection was carried out by three additional inspectors. Twenty one lessons were observed taught by 11 teachers. Meetings were held with parents and carers, pupils, members of the governing body and staff. A range of documentation was evaluated including that relating to safeguarding, the school development plan, samples of pupils' work and data on the assessment and tracking of pupils' progress. The questionnaires received from 128 parents and carers were evaluated, as were those from pupils and staff.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- The effectiveness of teaching in meeting the needs of all pupils.
- The involvement of pupils in assessing their attainment and informing them about how they can improve.
- The extent to which the curriculum inspires learning and enables pupils to work independently.
- How well the school's care, guidance and support help pupils to overcome barriers that might limit their learning.
- The effectiveness of leaders at all levels, including the governing body, in contributing to school improvement.

Information about the school

This is a larger-than-average-sized primary school. The large majority of pupils are of White British heritage; a few pupils speak English as an additional language. The proportion of pupils known to be eligible for free school meals is below the national average, as is the proportion with special educational needs and/or disabilities.

The Inclusion Charter Mark has been achieved together with the Stephen Lawrence Education Standard. In addition, the school has gained the Eco Schools Green Flag, an International School's Award and Active Mark Gold. Success has also been gained in securing the standards for financial management in schools. Since the previous inspection, one assistant headteacher has been appointed to the senior leadership team. A before and after school club is run by a private provider and is inspected separately by Ofsted.

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?

1

The school's capacity for sustained improvement

1

Main findings

This is an outstanding school. Pupils grow into mature, confident and well balanced young citizens extremely well prepared for their next stage of life. Parents and carers, with whom the school has exceptional levels of engagement, value it very highly. Excellent provision in the Early Years Foundation Stage sets children up extremely well for school life. Across the school, excellent teaching, an outstanding curriculum and high quality care, guidance and support lead to excellent progress for all pupils, including those with special educational needs and/or disabilities. As a consequence, attainment in English and mathematics at the end of Year 6 is consistently high. In addition, pupils develop advanced skills in information and communication technology (ICT) and many excel in aspects of music and sport.

Outstanding spiritual, moral, social and cultural development contributes to excellent relationships and exemplary behaviour. Whether it is participating in Shakespeare's plays, being advocates for the environment or competing in athletics events, pupils cannot get enough of school. Consistently high attendance reflects the pupils' enthusiasm. One uttered, 'I love lessons, they are fun and the teachers are great, even though we have to work hard!' Remarkable attitudes are evident; it is not enough for pupils to learn facts, which they do very well, they thrive on discovering and finding out for themselves. Pupils' deep understanding of the importance of healthy lifestyles, both in terms of physical development and emotional well-being, reflects excellent provision within the school. First aid courses, such as 'Heart-Start', and the attention given to raising awareness of the risks of the internet contribute to the pupils' excellent understanding of safety. Most pupils have a strong sense of responsibility for others and make an excellent contribution to the school and the local community.

Outstanding leadership by the headteacher, who expects the best from pupils and staff, underpins the school's success. Everyone matters and the high priority given to inclusion means that racism and incidents of aggression are extremely rare. Partnerships with others, for example, the local network of schools, have an excellent impact on pupils' education. First-rate management systems, involving a talented team of leaders and an excellent governing body, identify areas that can be improved even further, such as the need to sharpen the evaluation of the pupils' understanding of diversity in modern society. The combination of accurate self-evaluation, successful actions to rectify weaknesses and consistently high outcomes indicates an outstanding capacity for the school to sustain improvement. It is no

surprise that one parent/carer commented that the school, 'provides a first-class education, has a particularly friendly atmosphere and is a well-run school'.

What does the school need to do to improve further?

- Strengthen the quality of provision for community cohesion by establishing more effective procedures for monitoring the impact of its strategies for promoting community cohesion on the pupils' attitudes.

Outcomes for individuals and groups of pupils

1

Pupils love learning and respond particularly well to expectations for them to develop their ideas and opinions independently. During a Year 5/6 science lesson, for example, pupils thought very deeply about what would happen to the body if its blood disappeared. The subsequent discussion demonstrated not only an excellent understanding for their age of the way the human body works, but also the considerable skill of learning by debating together. All pupils take great pride in their work which is reflected in high quality handwriting and presentation.

Achievement and enjoyment are excellent. When children start school in the Early Years Foundation Stage most have levels of development that are above age-related expectations. Many are articulate, have a wide vocabulary and a good knowledge and understanding of the world. Due to excellent teaching and very imaginative approaches to learning, pupils build rapidly on these good starting points and make outstanding progress. By the time they leave school in Year 6, pupils read and write at a high level for their age. Attainment is also high in mathematics and science. Pupils are articulate and speak confidently in front of others. They willingly participate in school productions, display good skills in music and are keen to compete in inter-school sports events.

The pupils' outstanding behaviour has a highly positive impact on their attitudes to work. Pupils are adamant that they are safe in school and if they have a problem there is always an adult they can talk to, knowing the problem will be resolved. The school supports the pupils' excellent knowledge of how to live safe and healthy lives. Regular opportunities are provided for physical activity both during and after school. 'Walk to School Wednesday' promotes positive attitudes to reducing dependence on car transport. Much guidance is given to pupils about how to manage their safety and includes promoting road-safety awareness as Junior Road Safety Officers. Pupils contribute extremely well to the school community and the community beyond the school. The school's ethos encourages enterprise and initiative and pupils regularly plan fundraising events for charity to support others less fortunate than themselves. Older pupils 'buddy up' with younger ones offering friendship and support. Pupils are proud of being school councillors. They have a highly developed sense of responsibility to the environment. Gardening club is very popular and, through first-hand experience, pupils develop an understanding of the importance of soil and plants to the in the environment. Pupils empathise strongly with people different to themselves but have limited experience in school of experiencing other cultures and religions at first-hand.

These are the grades for pupils' outcomes

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

How effective is the provision?

A strong characteristic of teaching is the enormous respect given to pupils' ideas and opinions. Each lesson starts with a 'learning challenge' which is presented in question format and encourages pupil-initiated responses, investigation and discovery. Teaching uses a wide variety of techniques to harness the pupils' enthusiasm and deepen its impact on learning. For example, during a Key Stage 2 lesson linked to the topic of the Second World War, the novel 'Machine Gunners' inspired pupils to empathise with its characters and Chas, in particular. Highly skilled use of role play meant that pupils became the character. This increased their understanding of the literary features they needed to use when creating characters in their own writing. Homework is very well used to link learning between school and home. Assessment is excellent. Innovative models are employed to identify pupils' existing knowledge and understanding so that lessons are planned to take pupils to a higher level. Regular and constructive marking rewards achievements and suggests next steps for improvement. Pupils are involved in setting the criteria for learning in lessons. It is second nature for them to evaluate whether they achieve these or not and discover how they can do even better.

The curriculum strikes an excellent balance between promoting high levels of attainment in the basic skills of reading, writing, mathematics and ICT while also improving pupils' levels of personal development. Exemplary strategies to support children's development of linking letters and sounds have boosted the quality of reading and writing in the Early Years Foundation Stage and Key Stage 1. In Key Stage 2, they have triggered better spelling. The school provides many very popular opportunities for pupils to broaden their skills such as by participating in performing arts. Recently, for example, Year 6 pupils were highly praised for their performance at the Carriageworks Theatre in Leeds as part of the Shakespeare Schools Festival. All pupils, from Reception upwards, learn Spanish and benefit from specialist sports coaching, music tuition and a chance to be part of the school orchestra and/or choir as well as enjoying access to a wide array of educational visits.

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

High quality pastoral support driven by the excellent work of the learning mentor has an excellent impact on the quality of learning of pupils who may be vulnerable due to their circumstances. Pupils needing support are identified at an early age and their needs are fully met by excellent partnerships between teachers, teaching assistants and the home. One-to-one support for pupils soon heals any disagreements and deals quickly with any poor behaviour. The on-going pastoral work of all staff and partnerships with other agencies ensure a systematic approach to promoting personal, social and emotional issues. Excellent procedures are in place for inducting children into school in the Early Years Foundation Stage, easing the transition between Years 2 and 3 and also when pupils move on to secondary school.

These are the grades for the quality of provision

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

How effective are leadership and management?

Leadership provided by the headteacher provides a crystal clear vision. Brave and innovative decisions, for example, to modify the curriculum, have raised not only attainment but also the enjoyment of pupils. Staff are wisely selected and an excellent system for continuous professional development keeps everyone up to date and removes any risk of complacency. Very astute staff deployment adds to the school's quality of management which is highly effective. Skilled senior and middle leaders share the wide range of management duties and constantly monitor the quality of education, identifying the most important areas for development. Excellent governance bolsters the school. Members of the governing body have an excellent understanding of its strengths while keeping a critical eye to avoid any decline. The procedures for safeguarding pupils are highly effective and underpin pupils' excellent understanding of how to keep themselves safe. Day-to-day systems for maintaining safety are robust and child-protection procedures are excellent. Equal opportunities are vigorously promoted by all in the school in terms of pupils' access to both social and academic support. The involvement in the Stephen Lawrence Education Standard has raised awareness of bullying and racism and its negative impact on lives.

Excellent partnerships with others promote learning and well-being for pupils. For instance, the recent 'Decades project' to celebrate the school's 50th anniversary drew on a wide variety of contacts within the community and beyond. Parents and carers say that the school is very welcoming. Excellent communication between school and home through the innovative use of ICT enables families to be fully engaged with their children's education. This is further enhanced in Key Stage 2 by the recent introduction of interactive learning through the learning platform in response to some parents/carers desire for more homework to be set. Much is done to inform families about the techniques used to teach reading, writing and mathematics skills. The school is dedicated to promoting community cohesion and does so very successfully

within the school and its locality. Links are underway with a school in Sierra Leone and also in Spain but the impact of these on the attitudes and understanding of pupils is not clear because they are not evaluated fully enough.

These are the grades for the leadership and management

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

Early Years Foundation Stage

The Early Years Foundation Stage leader is very enthusiastic and displays high expectations which influence all members of staff. Excellent teamwork enables accurate assessments of the achievement of each child and leads to adaptations of planning to meet the children's changing needs. The high quality of assessments is reflected in detailed records chronicled in each child's 'Learning Journey'. They show that children progress extremely rapidly in the Reception class achieving outstanding outcomes. Children build up those essential qualities that are vital to their future learning. They do especially well in their emotional and social development and in their communication and mathematical skills.

All staff work extremely effectively to promote a caring and stimulating environment where children are safe and their self-esteem and confidence are developed exceptionally well. The learning environment is bright, stimulating and very well resourced both indoors and out. Children are curious about the world around them and quickly develop independence and sustained levels of concentration. Highly skilled teachers and support staff use their interaction with children very sensitively to promote and challenge learning without over directing them. An example of this was seen when children's love of drawing was skilfully exploited to encourage them to explore maps in the context of a 'bear hunt'. The high expectations of staff and the excellent relationships fostered enable children to develop outstanding behaviour and attitudes. Children are confident in expressing their feelings to staff, especially their key workers. Parents and carers are always welcome to the Early Years Foundation Stage and high quality information is shared with them which encourages their engagement in their children's education.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation stage	1
Taking into account:	1
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	
The effectiveness of leadership and management in the Early Years Foundation Stage	1

Views of parents and carers

Around a half of parents and carers returned their questionnaire which is above the typical rate of response. The vast majority are very supportive of the school. A number of extended written comments show high levels of satisfaction with the way the school meets their children’s needs. Other comments also praised the dedication of staff and the headteacher, and their approachability. There were very few concerns; some expressed concern about the level of detail parents and carers receive about their children’s progress and a few parents and carers also felt that the school could do more to listen to their views and wishes. Of the few negative comments reported, there was nothing to suggest a trend of concern or dissatisfaction. The inspectors’ findings match the positive points reported by parents and carers. All issues raised were investigated and the findings are in the report.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramhope 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 128 completed questionnaires by the end of the on-site inspection. In total, there are 260 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	97	76	31	24	0	0	0	0
The school keeps my child safe	95	74	32	25	0	0	0	0
The school informs me about my child's progress	66	52	50	39	9	7	2	2
My child is making enough progress at this school	70	55	50	39	5	4	1	1
The teaching is good at this school	85	66	41	32	0	0	1	1
The school helps me to support my child's learning	78	61	44	34	2	2	2	2
The school helps my child to have a healthy lifestyle	82	64	40	31	4	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)	74	58	43	34	3	2	1	1
The school meets my child's particular needs	74	58	44	34	4	3	1	1
The school deals effectively with unacceptable behaviour	68	53	45	35	8	6	0	0
The school takes account of my suggestions and concerns	63	49	56	44	6	5	2	2
The school is led and managed effectively	91	71	35	27	1	1	0	0
Overall, I am happy with my child's experience at this school	97	76	28	22	2	2	1	1

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 all 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	43	47	10	0
Primary schools	6	46	42	6
Secondary schools	14	36	41	9
Sixth forms	15	42	41	3
Special schools	30	48	19	3
Pupil referral units	14	50	31	5
All schools	10	44	39	6

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 2010 to 08 April 2011 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2010/11 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. Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in schools, special schools and pupil referral units.

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 pupils' 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.



5 December 2011

Dear Pupils

Inspection of Bramhope Primary School, Leeds LS16 9BR

It was a privilege for me and my team to join you recently. Thank you for sharing your views and welcoming us to your lessons. Your school is outstanding and sets you up extremely well for future life. After an excellent start to school in the Reception class, you all make excellent progress as you move up through the school. When you leave Year 6, your attainment is much higher than is normal for your age in English and mathematics. In addition, you do well in music, aspects of sport and information and communication technology. To perform at the Carriageworks Theatre demonstrates your skill in drama; maybe some of you will go on to make a career out of acting!

We were impressed by your depth of understanding about how to live safe and healthy lives and your knowledge of administering first-aid and avoiding risk when using the internet. Your behaviour is good and often exemplary. You respect others and are willing to help them out by becoming, for example, buddies for younger ones.

The excellent features of the school are the result of outstanding leadership, excellent teaching and first-class care, guidance and support. Your opinions are valued and you have lots of opportunities to think things through and follow your own interests. The quality of work in your books is very high and you fully understand what you need to do to improve your work. Staff have a very clear picture of how well each of you is doing in almost all that you do. Although there are good strategies to widen your knowledge of other cultures, leaders are unsure how successful they are being in deepening your understanding. We have asked staff to develop a clearer picture of what you know and understand in relation to this.

We wish you all the very best of health and success for your future.

Yours sincerely

David Byrne
Lead inspector

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