

Bramham Primary School

Inspection report

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| Unique Reference Number | 107844 |
| Local authority | Leeds |
| Inspection number | 336962 |
| Inspection dates | 28 September 2009 |
| Reporting inspector | Mrs Fiona Gowers |

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

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| Type of school | Primary |
| School category | Community |
| Age range of pupils | 5–11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 33 |
| Appropriate authority | The governing body |
| Chair | Mrs Susan Morgan |
| Headteacher | Acting Headteacher Miss Jane Sanders |
| Date of previous school inspection | 15 March 2007 |
| School address | Clifford Road Bramham Wetherby LS23 6JQ |
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Introduction

This inspection was carried out by one additional inspector. The inspector visited six lessons, and held meetings with governors, staff and a group of pupils. The inspector observed the school's work, and looked at a range of documentation, including policies, school improvement partner reports and analysis of the school's records on pupils' progress and attainment. There were 15 questionnaires completed and returned by parents. The inspection team also received and analysed questionnaires from pupils and staff.

The inspector reviewed many aspects of the school's work and looked in detail at the following:

- the impact that the number of pupils leaving the school has on overall attainment, particularly in science. The progress all groups of pupils make and how well they apply themselves in lessons
- whether teaching and the curriculum in the mixed-age classes meets the needs of all groups of pupils, especially boys in English and Reception-age children
- in view of the significant changes the school has undergone since the last inspection, whether there have been enough improvements in key areas, to suggest that there is satisfactory capacity for sustained improvement.

Information about the school

The school is well below average in size. The proportion of pupils eligible for a free school meal is very low. All pupils are of White British heritage and speak English as their first language. The proportion of pupils with special educational needs and/or disabilities is below average. A significant minority of pupils have left the school since the last inspection and the number of staff working in the school has declined. The school provides for Reception-age pupils in a mixed-age class with Key Stage 1 pupils. The school has received the Healthy Schools Award and the current headteacher joined the school in September 2009.

After-school care is offered by an independent provider on the school site three evenings per week. As well as the after-school care, the school also has a pre-fives group which is run by an independent provider Monday to Friday from 9am to 1pm, with lunch being provided by the school kitchen. Both provisions are subject to separate inspections.

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

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has been faced with many changes since the previous inspection, such as a reduction in the numbers of pupils attending and staffing changes. Although it has been difficult to fully embed all new initiatives, the school has continued to improve. This is largely due to the commitment and hard work of all the staff and governors. For example, improvements are evident in pupils' rising attainment in science and reading; the quality and content of pupils' written work; the provision for science, and information and communication technology (ICT) and the outdoor environment. The recently appointed acting headteacher has quickly gained the confidence of staff, pupils and parents. School leadership, including governance, has a clear view of the school's strengths and areas for improvement and clarity about improvements needed. This demonstrates the school's satisfactory capacity to sustain the rate of improvement.

Pupils say that they enjoy coming to school because they, 'know everybody at school and get a lot of attention because of the small numbers'. All the parents, who responded to the questionnaire, confirmed that they are happy with their child's experience at Bramham Primary, typically commenting, 'The school is a lovely environment and enables my child to be happy.'

The school provides a warm, caring environment, where each pupil is very much known as an individual. This helps pupils feel very safe and secure and underpins their good behaviour. All groups of pupils make at least satisfactory progress, relative to their starting points, and attainment is broadly in line with the national average at the end of Year 6. The quality of teaching is satisfactory overall. Not all pupils make as much progress as they could because the pace of lessons is sometimes not fast enough and learning activities are not always challenging enough. This has a particular impact on some of the more able pupils. Although the school is improving the quality of the academic guidance it provides, some pupils are not always clear about what they need to do to improve further. In particular, unclear guidance on how to improve spelling and the structure of written work is hampering better progress in writing activities.

The school is currently developing its outdoor areas even further with the support of parents. Pupils greatly enjoy time spent in the school grounds. Opportunities for pupils to use the outdoor environment to consolidate and extend their learning across the curriculum are not fully developed.

What does the school need to do to improve further?

- Accelerate the progress made by all groups of pupils, in particular more able pupils, by ensuring:
 - the pace of lessons is always brisk enough to sustain the best progress
 - there is a greater degree of challenge for more able pupils in all lessons.
- Provide clearer guidance to pupils on how to improve their work further and, in particular, how to improve their spelling and the structure of their writing.
- Ensure the outdoor environment is used effectively to help all groups of pupils consolidate and extend their learning across the curriculum.

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

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|---|
| 3 |
|---|

Pupils enjoy their time at school, behave well and work hard. They make satisfactory progress overall in lessons. Occasionally they do not make as much progress as they could, as the pace of learning slows and so their interest wanes a little. When they join the school pupils' abilities are generally in line with or above age-related expectations. Attainment at the end of Year 2 and Year 6 fluctuates from year-to-year. This is because of the differing starting points of the very small groups taking the national tests and assessments. Attainment at the end of school is currently broadly average. This level of attainment has been depressed by the significant minority of pupils who have left the school since the last inspection. Inspection findings confirm that that all groups of pupils, including those with special educational needs and/or disabilities, make at least satisfactory progress in English, mathematics and science. Although most pupils reach the expected levels by the end of Year 6, the proportion of pupils reaching the higher levels sometimes falls below average. This, in part, reflects the lower starting points of some year groups, but is also because the more able pupils, in particular, are not always stretched enough and so do not always reach the standards of which they are capable. School initiatives to raise attainment have had a degree of success. Actions to raise attainment in science and in reading have been successful. The quality and content of both boys' and girls' written work has improved but weaknesses remain in pupils' spelling and in the structure of their written work.

Other key features of pupils' outcomes:

- Pupils say that they feel very safe. They show high levels of care and concern for others. They are confident that they would find someone who could help if they had a problem.
- Pupils enjoy carrying out roles of responsibility. They are actively involved in improving their school still further, carefully managing their own budget on the school council.
- Pupils are thoughtful and interested in the views and beliefs of others.

- Levels of attendance are broadly average. The high levels of pupil mobility have led to a slight decline. However, the school is doing all it can to maintain a positive trend.

These are the grades for pupils'/children's outcomes

| | |
|--|----------|
| [Pupils']/[Children's] achievement and the extent to which they enjoy their learning | 3 |
| Taking into account: | |
| Pupils' attainment | 3 |
| 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 | 2 |
| The extent to which pupils develop [workplace and other skills]/[skills] that will contribute to their future economic well-being | 3 |
| Taking into account: | |
| Pupils' attendance | 3 |
| The extent of pupils' spiritual, moral, social and cultural development | 3 |

How effective is the provision?

The quality of teaching and learning is satisfactory and improving. The features of most lessons are:

- good relationships, helping to establish a positive learning environment
- a clear focus, with a range of learning activities, generally meeting the needs of different ability groups of pupils
- the needs of boys and girls being met equally well.

Pupils make the most progress in the lessons where teachers regularly assess their understanding and use this information to move them on in their learning. In such lessons pupils are encouraged to think hard and to explain their ideas. Sometimes, pupils do not do as well as they could because the pace of some lessons is too slow.

The school is continuing to develop the curriculum after restructuring into two classes. The provision in English, mathematics and science is satisfactory overall. The science curriculum has improved because there has been a greater emphasis on scientific investigations and the school is now focusing on promoting pupils' understanding of scientific vocabulary and processes more effectively. The curriculum supports pupils' personal development, as well as their understanding of how to maintain a healthy lifestyle, particularly well. It is a mark of the hard work and commitment of all staff that the school offers such a wide variety of extra-curricular clubs, ranging from the 'Bramham Bounders' and 'Website Wonders', to 'Little Seedlings'.

The pastoral care pupils receive is a strength of the school, and the staff know each individual pupil very well. This particularly helps pupils with special educational needs and/or disabilities to make as much progress as others in the school. Although there is some effective support for more able and gifted and talented pupils, this is not always evident throughout the school. The academic guidance pupils receive is

improving. Pupils work towards targets for improvement and some pupils are involved in helping each other identify the good features of their work and how they can do even better.

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 | 3 |

How effective are leadership and management?

The governing body has been key in ensuring the school's continued improvement in a period of substantial change. Governors have the professional expertise to support and challenge the school effectively and they have been instrumental in determining the direction of the school. The recently appointed acting headteacher has very quickly harnessed the support of the committed staff team. The monitoring of the progress and well-being of all pupils and the quality of teaching and learning is satisfactory. It is focused on both celebrating the school's strengths, as well as improving areas of weakness. Systems are in place to ensure that all groups of pupils have equal opportunities to participate in all school activities and to tackle any discrimination. Safeguarding arrangements meet current requirements.

The school's contribution to community cohesion is satisfactory. Pupils enjoy being actively involved in their local community. They regularly have a great deal of success in local events such as 'Bramham in Bloom', enjoy a positive partnership with the church and actively encourage community involvement in the school. The school is developing pupils' understanding of other faiths and cultures, beyond the school locality.

These are the grades for the 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 | 3 |
| The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met | 2 |
| The effectiveness of the school's engagement with parents and carers | 3 |
| The effectiveness of partnerships in promoting learning and well-being | 3 |
| 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 get off to a sound start to their learning. The warm approach of the staff and the opportunity to work alongside older pupils in school helps children to settle in quickly. Staff foster positive relationships within the class and the older pupils readily look after the younger ones. Children enjoy a variety of activities, both indoors and outdoors. They make the best progress when they are working with an adult. However, they do not make as much progress when they are working independently, because these learning activities do not have the same clear focus. This can slow rates of progress, particularly amongst more able children, as they are not always stretched and challenged enough in their learning.

School leadership and staff are seeking to improve the provision further, after the recent change to a mixed-age setting. The outdoor learning area is currently being enhanced, and a greater emphasis on teaching pupils phonics is leading to faster rates of progress in communication, language and literacy.

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

Parents returning the questionnaire confirmed that they are very supportive of the school. All of these parents agreed that their children enjoy school, and, in particular, that the school keeps their children safe and helps them to have a healthy lifestyle. Parents have enjoyed becoming actively involved in the school, such as helping to develop the school grounds further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bramham 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 12 statements about the school.

The inspector received 15 completed questionnaires, referring to 18 pupils, by the end of the on-site inspection. In total, there are 33 pupils registered at the school.

| Statements | Strongly agree | | Agree | | Disagree | | Strongly disagree | |
|---|----------------|----|-------|----|----------|---|-------------------|---|
| | Total | % | Total | % | Total | % | Total | % |
| My child enjoys school | 12 | 80 | 3 | 20 | 0 | 0 | 0 | 0 |
| The school keeps my child safe | 12 | 80 | 3 | 20 | 0 | 0 | 0 | 0 |
| The school informs me about my child's progress | 7 | 47 | 7 | 47 | 0 | 0 | 1 | 7 |
| My child is making enough progress at this school | 7 | 47 | 6 | 40 | 0 | 0 | 1 | 7 |
| The teaching is good at this school | 8 | 53 | 6 | 40 | 1 | 7 | 0 | 0 |
| The school helps me to support my child's learning | 7 | 47 | 7 | 47 | 1 | 7 | 0 | 0 |
| The school helps my child to have a healthy lifestyle | 8 | 53 | 7 | 47 | 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) | 5 | 33 | 9 | 60 | 1 | 7 | 0 | 0 |
| The school meets my child's particular needs | 8 | 53 | 4 | 27 | 1 | 7 | 0 | 0 |
| The school deals effectively with unacceptable behaviour | 6 | 40 | 7 | 47 | 0 | 0 | 0 | 0 |
| The school takes account of my suggestions and concerns | 5 | 33 | 7 | 47 | 1 | 7 | 0 | 0 |
| The school is led and managed effectively | 5 | 33 | 9 | 60 | 1 | 7 | 0 | 0 |
| Overall, I am happy with my child's experience at this school | 7 | 47 | 7 | 47 | 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 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 inspected between September 2007 and July 2008

| Type of school | Overall effectiveness judgement (percentage of schools) | | | |
|----------------------|---|------|--------------|------------|
| | Outstanding | Good | Satisfactory | Inadequate |
| Nursery schools | 39 | 58 | 3 | 0 |
| Primary schools | 13 | 50 | 33 | 4 |
| Secondary schools | 17 | 40 | 34 | 9 |
| Sixth forms | 18 | 43 | 37 | 2 |
| Special schools | 26 | 54 | 18 | 2 |
| Pupil referral units | 7 | 55 | 30 | 7 |
| All schools | 15 | 49 | 32 | 5 |

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

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

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|---------------------------|--|
| 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>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. |



28 September 2009

Dear Pupils

Inspection of Bramham Primary School, Wetherby, LS23 6JQ

Thank you for being very friendly and helpful when I inspected your school. I really enjoyed talking to you about your work, speaking to staff and joining you in lessons, at lunchtime and in the playground.

You told me how much you enjoy coming to school. You should be very proud of yourselves because you are very polite and you behave well. I was very impressed to hear about your success in 'Bramham in Bloom' and how fit and healthy you keep in the 'Bramham Bounders'!

Your school provides you with a satisfactory education. You reach the standards that are expected for your age at the end of Year 6. Adults look after you very well in school and you feel very safe and comfortable about asking them for help.

To make your school even better I have asked your acting headteacher and all the staff to do the following:

- to make sure you learn at a fast pace in all your lessons, and help those of you who are capable of reaching even higher standards to do so
- to give you some more really challenging activities to do where you really have to think hard
- to use all the lovely areas in your school grounds more to help you learn.

Keep working hard and enjoying your school!

Yours sincerely

Mrs Fiona Gowers
Lead inspector

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