

Brackenhill Primary School

Dracup Road, Bradford, West Yorkshire BD7 4HA

Inspection dates

4–5 July 2019

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| Overall effectiveness | Good |
| Effectiveness of leadership and management | Good |
| Quality of teaching, learning and assessment | Good |
| Personal development, behaviour and welfare | Good |
| Outcomes for pupils | Good |
| Early years provision | Requires improvement |
| Overall effectiveness at previous inspection | Good |

Summary of key findings for parents and pupils

This is a good school

- The headteacher, staff and governors are ambitious for all pupils to achieve success.
- Effective teaching, learning and assessment ensure that pupils make very strong progress in reading, writing and mathematics by the end of Year 6. As a result, pupils are well prepared for secondary school.
- Governors ensure that the funding received to support disadvantaged pupils is used effectively. As a result, disadvantaged pupils make strong progress that is above that of pupils with similar starting points nationally by the end of Year 6.
- Pupils enjoy learning about different cultures and faiths. Pupils understand the importance of British values. Consequently, pupils are well prepared for life in modern Britain.
- Most pupils enjoy school and demonstrate positive attitudes towards their learning. Most pupils are respectful and polite.
- A wide range of enrichment and extra-curricular activities ensures that pupils are immersed in new experiences. Pupils enjoy the extra-curricular activities and clubs on offer.
- Although pupils' attendance has improved, the proportion of pupils who are regularly absent from school remains above the national average.
- Leaders accurately identify the school's strengths and area for further improvement. However, action plans do not incorporate interim milestones to judge the impact of leaders' actions to improve the quality of teaching and pupils' progress.
- Leaders understand the need to develop curriculum plans across the wider curriculum so that pupils have more opportunities to revisit and deepen their knowledge and understanding.
- There is a culture of reading across the school. However, the books that pupils use to practise their early reading are not consistently well-matched to their phonics ability.
- Teaching in the early years is more variable compared to key stages 1 and 2. Too many children are not ready for the demands of Year 1.

Full report

What does the school need to do to improve further?

- Improve provision in the early years so that more children are ready for the demands of Year 1, particularly in reading, writing and mathematics, by making sure that:
 - teachers' expectations of children's writing are high
 - when children are engaged in free-play activities, staff intervene quickly to extend children's learning.
- Further improve the quality of teaching, learning and assessment in key stages 1 and 2 by ensuring that:
 - all teachers have high expectations of pupils' presentation and handwriting
 - books that children use to practise their reading are well matched to their phonics understanding and there is a consistent approach to the teaching of phonics.
- Improve the quality of leadership and management even further by:
 - sharpening action plans to incorporate interim milestones so that leaders and governors can judge more effectively the impact of actions to improve the quality of teaching and pupils' outcomes
 - ensuring that plans to develop the wider curriculum consider the sequencing of learning to deepen pupils' knowledge and understanding more securely in subjects across the wider curriculum.
- Ensure that pupils' attendance improves further and the proportion of pupils who are regularly absent from school is at least in line with the national average.

Inspection judgements

Effectiveness of leadership and management

Good

- The headteacher, ably supported by middle and senior leaders, has set high expectations. Her vision to support all pupils to succeed permeates the work of the school.
- Middle leaders are well supported by senior leaders to carry out their roles effectively. Middle leaders have a secure understanding of the strengths in their subjects and the areas for further development. However, leaders understand that action plans can be enhanced by the inclusion of clear interim milestones so that leaders can judge the effectiveness of their actions at main points throughout the school year. This would help governors to challenge leaders even more effectively.
- The vast majority of staff who responded to the Ofsted survey are proud to work at the school. The staff who inspectors spoke to feel well supported by senior leaders. Staff appreciate the range of professional development opportunities to help them to improve their teaching practice. Teachers in the early stages of their career feel well supported by their mentors.
- The school places high importance on preparing pupils for life in modern Britain. The personal, social, health and citizenship programme is well considered and linked to the issues that pupils may face in the local community. The pupils to whom inspectors spoke have a good understanding of British values and the different faiths and cultures in modern Britain.
- Leaders ensure that curriculum plans align to the national curriculum. However, curriculum plans in subjects other than English and mathematics do not include sufficient opportunities for pupils to revisit, deepen and build on their learning over time. As a result, sometimes pupils find it difficult to recall what they have learned in subjects such as history and geography.
- The school offers a range of parent workshops to help parents to support their child's learning at home. The majority of parents and carers who completed the Ofsted survey, Parent View, hold positive views about the school. However, a few parents have more mixed views about the school, including concerns about communication and the behaviour of a small number of pupils.

Governance of the school

- Governors are ambitious for the school. They understand the barriers to learning that some pupils may face, particularly disadvantaged pupils. As a result, they ensure that the funding received to support disadvantaged pupils is spent effectively.
- Governors also ensure that the funding received to improve sport and physical education is used well. For instance, sport coaches are used to model effective practice to class teachers. There are a wide range of physical activities on offer. These are accessible to all pupils no matter what their ability.
- Governors' minutes show that they challenge leaders. For instance, governors challenge leaders to improve pupils' attendance. Governors understand the school's

strengths and weakness well. However, governors challenge to leaders about improving phonics and early years outcomes is less effective in ensuring that these areas improve more rapidly.

- The website did not meet statutory requirements prior to the inspection. This was addressed during the inspection. Governors understand the need to check more effectively that the website always meets the requirements set out by the Department for Education.

Safeguarding

- The arrangements for safeguarding are effective.
- Leaders ensure that all legal checks are carried out on staff before they are appointed. There is always one member of staff on any interview panel who is trained in safer recruitment.
- Staff safeguarding training is up to date. Staff understand the context of the local community, including the local risks. Inspectors talked to a number of staff during the inspection, including teaching assistants, lunchtime supervisors and catering staff. Staff are clear about what they need to do if they have concerns about a pupil. They understand the local 'Prevent' risks and have had training about female genital mutilation, the dangers of county line gangs, and forced marriage.

Quality of teaching, learning and assessment

Good

- Good teaching, learning and assessment ensure that pupils in key stages 1 and 2 make strong progress in reading, writing and mathematics by the end of Year 6.
- There are a wide range of opportunities for pupils to develop their written skills across the curriculum. This is evident in pupils' books and in the high-quality displays of pupils' written work throughout the school. Pupils regularly edit and improve their work.
- There are generally good opportunities for pupils to develop and enhance their understanding of subject-specific vocabulary. Pupils are encouraged to use subject-specific vocabulary in their written work.
- Many pupils present their work well, particularly where teachers' expectations are high. However, there is some variability in the quality of pupils' presentation and handwriting.
- Across key stages 1 and 2, pupils have a wide range of opportunities to develop their problem-solving and reasoning skills in mathematics. Teachers encourage pupils to explain the reasons for choosing a particular method to work out a mathematical problem.
- Inspectors observed pupils with special educational needs and/or disabilities receiving personalised support to aid their learning. Activities are scaffolded well to support their written work.
- Pupils are not afraid to make mistakes. Pupils are confident to ask each other for help and support. Inspectors observed pupils using practical equipment in mathematics or

dictionaries in English to support their learning before asking a teacher.

- There is a culture of reading across the school. Pupils enjoy reading. Teachers frequently read to pupils. A group of pupils talked enthusiastically to an inspector about the books that they enjoy reading. The school library has recently been updated with new fiction and non-fiction text. Books have been organised so that they are linked to the topics that pupils are learning.
- Leaders understand that improving the effectiveness of phonics teaching is a main priority for the school. Leaders recognise there is a need for staff training to ensure a more consistent approach to the teaching of phonics. Not all reading books are banded by phonics. As a result, sometimes pupils are given books that do not match their phonics ability. Leaders have plans in place to address this.
- Pupils new to English receive effective support. For example, they are well supported to develop their speech and language. As a result, pupils who speak English as an additional language make good progress from their varied starting points.
- While the quality of teaching in key stage 1 and 2 is good, in the early years the quality of teaching is variable and requires improvement.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good.
- Pupils who inspectors spoke to have a good understanding of the importance of British values. They enjoy learning about different religions and cultures. As a result, pupils show tolerance and respect for others.
- Pupils told inspectors that bullying is rare. However, if it does happen pupils feel confident that staff will deal with this swiftly. Pupils told inspectors that they can talk to the school's 'anti-bullying squad', a group of trained pupils, if they have any concerns. Pupils say that inappropriate language is dealt with quickly by teachers.
- Pupils understand how to stay safe online. Visiting speakers enhance their understanding of online safety. All pupils who made their views known to inspectors said they feel safe in school.
- Most pupils express their opinions confidently in class. Pupils listen to each other and respect each other's views. Pupils were polite and respectful to inspectors.

Behaviour

- The behaviour of pupils is good. Most pupils behave well and show positive attitudes towards their learning.
- Most pupils, parents and staff say that behaviour is good. However, a few parents do not agree. The school has developed a nurture group for a small number of pupils who demonstrate very challenging behaviour and who have complex needs. The school is working with the local authority to support these pupils.
- The number of pupils excluded from school has increased slightly this year compared

to last academic year. There are no pupils who are permanently excluded from school.

- Pupils' attendance has improved this year. However, overall absence, including persistent absence, remains above the national average. This is particularly due to the increase in requests for extended leave from families. Leaders have a range of procedures in place to improve pupils' attendance. The headteacher does not authorise extended leave unless in exceptional circumstances.

Outcomes for pupils

Good

- Over time, pupils have made very strong progress in reading, writing and mathematics by the end of Year 6. The proportion of pupils attaining the expected standards in reading, writing and mathematics combined has been well above the national average for the last two years. In 2018, 80% of pupils attained the expected standard in reading, writing and mathematics combined. Pupils are well prepared for the demands of secondary school.
- Disadvantaged pupils and pupils who speak English as an additional language make strong progress in reading, writing and mathematics by the end of Year 6. The progress they make is well above that of pupils with similar starting points nationally.
- Current pupils continue to make strong progress from their different starting points in key stage 2 in reading, writing and mathematics.
- Pupils' attainment in key stage 1 has been more variable over time. For example, pupils' attainment in writing by the end of Year 2 has been below the national average for the last three years. However, leaders ensure that there are a number of opportunities for pupils to develop their writing skills across the wider curriculum. Pupils have varied opportunities to write for different audiences and purposes. By the end of key stage 2, pupils make strong progress in writing.
- The proportion of pupils reaching the expected standard in the Year 1 phonics screening check has been below the national average over time. In 2017, this improved to be in line with the national average. However, phonics outcomes have since declined.

Early years provision

Requires improvement

- The quality of teaching, learning and assessment in the early years is variable and requires improvement.
- The majority of children who join Nursery or Reception do so with skills and abilities that are at or below those typical for their age. By the time children leave Reception, not enough children are prepared for the demands of reading, writing and mathematics in Year 1.
- The early years leader has a secure understanding of the strengths and weaknesses of the provision and a strong vision for improving early years. Recent actions to improve boys' writing have reduced gaps between the progress of boys and girls. Despite this, children do not make good progress in writing by the end of Reception as teachers' expectations of children's writing is not high enough.

- Activities, both indoors and outdoors, are planned around children’s interests and needs. However, when children are engaged in free play activities, staff do not intervene quickly enough to ensure that children’s learning is extended. This is particularly evident in Reception. As a result, some children drift off task and are not engaged sufficiently in their learning.
- Parents who made their views known to inspectors spoke positively about the provision for children in the early years. There are increasing opportunities for parents to attend sessions in school to help them support their children at home.
- Children appear happy and content. Teachers remind children of good manners and the difference between right and wrong. As a result, children’s behaviour is good.
- During the inspection, children were particularly engaged when their teachers read to them. They listened with interest and were keen to ask questions about the story. Storytime is a dedicated feature of the curriculum.
- Leaders ensure that the early years welfare and safeguarding requirements are met.

School details

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| Unique reference number | 107250 |
| Local authority | Bradford |
| Inspection number | 10087582 |

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 |
| School category | Maintained |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 456 |
| Appropriate authority | The governing body |
| Chair | Julie Hields |
| Headteacher | Helen Metcalf |
| Telephone number | 01274578286 |
| Website | www.brackenhill.bradford.sch.uk/ |
| Email address | helen.metcalf@brackenhillprimary.co.uk |
| Date of previous inspection | May 2018 |

Information about this school

- This is the first section 5 inspection since the school received a section 8 short inspection in May 2018. The school's previous section 5 inspection was in October 2014.
- The school is a larger than average-sized primary school.
- The school has a higher than average proportion of pupils who speak English as an additional language.
- The proportion of pupils who have an education, health and care plan is higher than the national average.
- The proportion of pupils who are disadvantaged is higher than the national average.
- The school has a high proportion of pupils who leave and join the school at times other than the start of the school year.
- The school runs its own breakfast club.

Information about this inspection

- Inspectors visited a number of lessons. Some lesson visits were undertaken jointly with members of the senior leadership team.
- Inspectors looked at pupils' work in lessons and with middle and senior leaders. Inspectors talked to pupils about their work and their learning during visits to lessons.
- Inspectors observed pupils' behaviour during breaktimes and lunchtimes and spoke to pupils informally. Inspectors also met with pupils formally from Years 3, 4, 5 and 6.
- An inspector met with two parents who requested a meeting. An inspector held discussions with parents as they dropped their children off at the start of the school day.
- An inspector met with a representative from the local authority.
- An inspector heard pupils read with their teachers.
- Inspectors met with a range of school staff, including staff new to the school, middle and senior leaders, the special educational needs coordinator, and three members of the governing body.
- An inspector held a telephone discussion with the head of safeguarding from the local authority.
- Inspectors considered the 26 responses to Ofsted's parent survey, Parent View. Inspectors also considered 20 responses to the staff survey and 30 responses to the pupil survey.
- Inspectors scrutinised a range of documents relating to the school's work, including the school's self-evaluation document, the school improvement plan, documents relating to behaviour, attendance and safeguarding, and minutes of governing body meetings.

Inspection team

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|----------------------------------|-------------------------|
| Michele Costello, lead inspector | Her Majesty's Inspector |
| Louise Greatrex | Ofsted Inspector |
| Fiona Dixon | Ofsted Inspector |

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