

Brownhill Primary Academy

Torre Drive, Leeds, LS9 7DH

Inspection dates 17–18 June 2014

Overall effectiveness	Previous inspection:	Not previously inspected
	This inspection:	Good 2
Achievement of pupils	Good	2
Quality of teaching	Good	2
Behaviour and safety of pupils	Good	2
Leadership and management	Good	2

Summary of key findings for parents and pupils

This is a good school.

- Most children start school with skills that are well below those typically expected for their age. They make good progress and achieve well in the Early Years Foundation Stage.
- Pupils continue to make good progress across Key Stages 1 and 2 in reading, writing and mathematics.
- Pupils with special educational needs, those who speak English as an additional language and those supported by the pupil premium funding, make good progress because they receive high quality support.
- Pupils who join the school part-way through their education are warmly welcomed and settle quickly.
- Teaching is good overall and some is outstanding owing to the school's commitment to improving its quality.
- Pupils behave well in lessons and around school. They have a good understanding of how to keep safe. Pupils are keen to work hard and to learn.
- The school has very good procedures for keeping pupils safe. All staff make sure that pupils are safe and happy.
- Purposeful and astute leadership from the headteacher, deputy headteacher and senior staff have brought about marked improvements in achievement throughout the school as well as in pupils' behaviour and attendance.
- The school benefits from the support and challenge from the academy trust, ensuring that improvements will continue.

It is not yet an outstanding school because

- Rates of progress are not as consistently good in mathematics as they are in reading and writing because calculation skills are not always taught effectively and this means some pupils have gaps in their knowledge and understanding.
- The most able pupils are not always challenged enough and so do not make as much progress as they could and pupils' work is not always well presented.
- Marking does not always give pupils enough guidance about how their work might be improved or the opportunity to follow up on the advice.

Information about this inspection

- Inspectors observed teaching and learning in 23 part lessons. Two lessons were observed jointly with the headteacher. Inspectors also visited the breakfast club and attended a whole-school assembly. They listened to pupils from Year 2 and Year 6 read and also visited the 'Step Up' class which is an additional morning class for boosting the progress of pupils who are new to speaking English.
- Inspectors spoke to two groups of pupils including those who have joined the school in the last six months. They also had informal discussions with pupils at breaks and lunchtimes. Meetings were held with members of staff, members of the governing body and representatives of the academy trust.
- The views of parents were gathered from the most recent parental survey undertaken by the school as well as speaking to 20 parents as they brought their children into school. There were not enough responses to the online questionnaire (Parent View) to be able to take these into account. They also considered the views expressed in the 29 responses to the staff questionnaire.
- The inspection team observed the school at work and scrutinised a range of documentation, including pupils' work, internal pupils' attainment and progress data, the school's view of how well it is doing, improvement planning and minutes of governing body meetings. They also considered documentation in relation to safeguarding, child protection, attendance and behaviour and information about the management of teachers' performance and monitoring records.
- Reports from the Department for Education, the Academy Trust and an external adviser were also viewed.

Inspection team

Gillian Hunter, Lead inspector

Additional Inspector

Sheila Kaye

Additional Inspector

Katherine Halifax

Additional Inspector

Full report

Information about this school

- This is a larger than average-sized primary school.
- The proportion of pupils known to be eligible for support through the pupil premium is well above average. The pupil premium is additional funding for those pupils who are known to be eligible for free school meals and those children that are looked after by the local authority.
- The proportion of pupils with special educational needs is supported through school action, school action plus or with a statement of special educational needs is well above average.
- The proportion of pupils for whom English is an additional language is well above average. There are 39 different languages spoken at the school and many are new to speaking English.
- A much higher than average proportion of pupils join and leave the school at different times during the school year and some leave after a period of between 6 and 12 months.
- This school converted to a sponsor led academy in December 2012. Over half the teachers in the academy are either newly qualified or recently qualified.
- The school operates a breakfast club during term time which is managed by the governing body.
- The school meets the government's current floor standard which is the minimum expectations for pupils' attainment and progress in English and mathematics at the end of Year 6.

What does the school need to do to improve further?

- Ensure that pupils continue to make rapid progress and so attain national averages or higher by:
 - making sure teaching challenges the most able pupils in all classes so they learn at a rapid rate and reach the highest levels of which they are capable
 - providing high quality training to extend the skills and confidence of all teaching staff in the teaching of mathematics
 - making sure that the systems for marking pupils' work is consistent in all classes so that pupils gain a clear understanding of what they need to improve and have time to respond to teachers' written comments about their work and progress
 - making sure that pupils write with neat, legible handwriting in all their work.

Inspection judgements

The achievement of pupils is good

- Most children start school with skills that are well below those typically expected for their age. Children make good progress across the Early Years Foundation Stage. Although the standards that pupils reach by the end of Key Stage 1 are still below average, compared to where they started, they have made good progress.
- Pupils' learning in letters and sounds (phonics) is good and enables pupils to achieve average levels in the national Year 1 screening check. This helps pupils to make equally good progress in their reading skills. They confidently sound out simple and more difficult words using their understanding of the sounds made by individual letters and groups of letters.
- Significant numbers of pupils enter the school at different times during any school year. In the current Year 6 almost a fifth of the pupils have joined the school in the last year, a number with additional learning needs. Most are making more than expected progress from their starting points.
- Pupils currently in Year 6 are making good progress and are expected to achieve just below the national average in the 2014 national tests. This is a good improvement on results a year ago when achievement was well below the national average. They are well prepared for their next stage of education.
- Progress in reading is speeding up because teaching ensures reading is a priority across subjects throughout the school. Pupils of all ages speak enthusiastically about the books and authors they enjoy when reading at home and at school.
- Work in books and the data held by the school shows that writing is improving rapidly. This is because many pupils are growing in confidence in spelling because teaching has provided a more secure knowledge about letters and their sounds.
- The progress of the most able pupils is improving rapidly especially in Years 5 and 6 with more pupils achieving the higher levels. One pupil is expected to reach the highest level 6 in all subjects. More effective teaching makes sure that these pupils are set work which moves their learning on swiftly. However, this is not happening as effectively in all year groups.
- Pupils' progress in mathematics is slower than in English, but nevertheless progress in mathematics is good overall. In Years 5 and 6 pupils are doing better in mathematics than in other classes because teachers provide more opportunities to work on tasks which challenge their thinking, helping them to apply their skills confidently when solving problems.
- Pupils supported by the pupil premium, including those known to be eligible for free school meals, make good, and often better progress compared with other pupils especially in reading and writing. There is no gap between their attainment and that of others in the school. Funding is used wisely, providing small group teaching and out-of-school learning activities that are well resourced.
- Disabled pupils, those with special educational needs and those who speak English as an additional language achieve well because their progress is tracked carefully and they receive skilled and timely support from both teachers and teaching assistants.
- The school is well focused on identifying pupils who are at risk of falling behind and concentrates on ensuring that all pupils make at least good progress. This clearly shows the school's commitment to promoting equality of opportunity and tackling discrimination.

The quality of teaching is good

- Teaching over time has improved and now is consistently good and increasingly it is outstanding. As a result, progress is rapid and attainment is rising.
- Good teaching in the Early Years Foundation Stage enables children to settle quickly as they enjoy learning both indoors and outdoors. The variety and wealth of activities have a clear focus

on extending children's learning. Staff understand children's emotional and welfare needs extremely well and show considerable care for children. Children thoroughly enjoy learning in the exciting outdoor area.

- Pupils learn at a very fast rate because teachers know pupils' abilities very well. There is no time wasted in lessons, which creates the maximum opportunity for learning. This helps pupils learn very quickly. However, pupils do not always write with neat, legible handwriting in all their work.
- In all classes, activities are interesting and well-planned. Teachers get pupils thinking and using words that are sometimes new to them by asking well-targeted questions. This is particularly helpful to those learning English in addition to their own language. In a Year 1 mathematics lesson pupils were learning about division. They worked well in teams to solve the problem together through discussion. The teacher knew what skills pupils needed at different levels and effectively used probing questions to extend their understanding. Pupils made progress and were able to talk confidently and demonstrate their understanding.
- Good relationships and a happy working environment are established so that pupils are confident and work equally well on their own as with others. Classrooms are bright and displays are both informative and engaging.
- Some teachers do not have a secure knowledge about the teaching of mathematics particularly calculation and although this has been identified by leaders, there has been too little time for them to address this. There is some very good and outstanding teaching where teachers provide more opportunities to work on mathematical tasks which challenge pupils' thinking and help them to apply their skills confidently when solving problems.
- The most able pupils are not always challenged enough because in some classes they are expected to do things they can already do, rather than learn something new.
- The teaching of pupils with special educational needs is effective and they are making good progress. The pupils at an early stage of speaking English receive good teaching targeted to their needs and they acquire new skills quickly. They are well supported each morning in the 'Step Up' class which helps to boost the progress of pupils who are new to speaking English.
- Well-trained teaching assistants work closely with teachers. They complement learning very successfully, supporting groups and individuals within, and outside, the classroom including those who find learning more difficult.
- Marking is positive and helpful, constantly informing pupils when they have done well. However, marking does not consistently suggest clearly how pupils can improve, and insufficient time is put aside for pupils to make the improvements that teachers have identified.

The behaviour and safety of pupils are good

- The behaviour of pupils is good. Staff consistently manage pupils' behaviour well. Pupils feel good behaviour is recognised and rewarded in the weekly 'Golden Time' and this encourages them to behave well and do their best. In most lessons, they listen carefully and show a high level of interest in learning.
- There are detailed records held on behaviour and these confirm that behaviour is typically good and has improved over the past few years. The number of exclusions has decreased over time. The few pupils who find it difficult to behave well are well managed by the school and their behaviour is improving rapidly. Pupils with complex social, emotional and behavioural difficulties achieve well because of the strong and developing links with their families and external agencies.
- They learn about living harmoniously together. For example, the Year 3 class assembly focused on the theme of 'Resolving Conflict' through democracy. The whole school enjoyed and learned from the presentation by pupils. This work contributed well to good spiritual, moral, social and cultural development.
- Pupils show maturity and enjoy taking on responsibilities as school councillors, playground 'buddies' and classroom monitors. Pupils are polite and eager to talk about their school. They respect one another and work and play well together.

- The school's work to keep pupils safe and secure is good. Parents support the views of pupils that they are safe and happy in school.
- Pupils are aware of different forms of bullying, including cyber-bullying and racism. Incidents of discriminatory name calling are recorded and followed up well. Pupils say that these incidents do not occur very often and are always tackled sensitively by staff.
- Pupils' attendance has improved significantly and is now just below the national average. Good attendance is promoted with clear guidance for pupils and parents about the importance of attendance and the impact on pupils' achievement. The number of pupils who are absent for longer periods of time has also reduced. The Breakfast Club is well attended every day. Pupils who are poor attenders and those who are entitled to free school meals are encouraged to attend and this has had a good impact on improving attendance.

The leadership and management are good

- There have been considerable improvements in many aspects since the school opened as an academy in December 2012. The headteacher and deputy headteacher have been relentless in the drive to improve the quality of teaching and to raise standards. They have high aspirations for all staff and pupils. There is a welcoming, safe and caring environment which enables staff and pupils to flourish and do their best. The school is well placed to move forward.
- All leaders have an accurate picture of how well the school is performing and clear aims and plans for its future. All staff and governors are highly ambitious for the school and share a commitment to driving standards and achievement up further.
- The headteacher and deputy headteacher regularly check the quality of teaching. They are precise in their feedback to teachers and offer clear advice on how to improve. An increasing proportion of teaching is good and outstanding although a few weaker aspects remain. Less experienced teachers new to the school have received effective support to ensure that their teaching is good or better.
- Middle leaders have a good knowledge of their subjects. They work as an effective team to provide a good curriculum for pupils to enjoy and which helps them to achieve well.
- The expectation of good and better teaching is measured rigorously through the Teachers' Standards. Teachers know that financial reward is linked to classroom performance. They are supported well, through professional discussion and well planned training, to help them work towards their performance targets. Leaders recognise that the sharing of outstanding teaching would contribute effectively to teachers' professional development.
- The primary school sport funding has been used to raise participation levels and pupils are now becoming more aware of the need to maintain a healthy lifestyle. School staff are being further developed in the teaching of physical education. Plans are in place to continue to work with a specialist provider and ensure even more pupils take part in a wider range of sporting activities.
- Good partnerships with other primary schools in the academy trust benefits the school in making sure that there is a smooth transition for pupils when moving to secondary school. This also supports the school's improvements by the sharing of expertise and good practice.
- Safeguarding policies and procedures fully meet statutory requirements. Record keeping and staff training are fully up to date.

The governance of the school:

- Governors review data and information about teaching and are well informed about the progress pupils make and the quality of teaching across the school. They hold senior leaders to account in checking the use of the pupil premium funding and how it has made a difference to the achievement of pupils. They are aware of the link between teachers' salary and pupils' performance.
- Governors have completed a skills audit and are preparing for well-focused training to help them to improve still further.

- Some governors visit the school to check the quality of education on offer; however, this is a recent development and has yet to have full impact. The academy trust is aware of this and plans are in place to increase the roles and responsibilities of governors in monitoring performance.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	138986
Local authority	Not applicable
Inspection number	440122

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

Type of school	Primary
School category	Academy sponsor-led
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	459
Appropriate authority	The governing body
Chair	Andy Charlwood
Headteacher	Georgina Winterburn
Date of previous school inspection	Not previously inspected
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