

Brodetsky Primary School

Wentworth Avenue, Leeds, West Yorkshire, LS17 7TN

Inspection dates 15–16 January 2014

Overall effectiveness	Previous inspection:	Good	2
	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.

- Pupils make good progress throughout their time at the school, leaving Year 6 with standards that are above average in reading, writing and mathematics.
- The quality of teaching is good across all key stages. Lessons are well planned and pupils respond positively to this with high levels of participation.
- Teaching assistants work well with class teachers to provide effective support for all groups of pupils.
- Pupils are well behaved in lessons and around school; pupils of different age groups mix well and take care of one another. They attend school regularly and their punctuality has greatly improved in the last year. There are very strong relationships observed between adults and pupils. Pupils feel safe.
- The headteacher and deputy headteacher provide clear, determined leadership and are supported by effective leaders of different subject areas. The governing body is supportive of leaders and understands the school's strengths and its areas for further development.

It is not yet an outstanding school because

- Pupils' progress is not outstanding because their progress in reading and writing is not yet well above average.
- The most able pupils are not consistently provided with sufficient challenge in their reading and writing activities, which prevents some from reaching their full potential.
- There is too much variation in the quality of teachers' marking and feedback to pupils, and in the expectations teachers have of pupils to respond to this feedback. There is not always enough time and opportunity for pupils to check and use feedback to improve their learning.

Information about this inspection

- Inspectors observed 15 whole lessons or parts of lessons, taught by 13 teachers. Four of the lessons were observed jointly with the headteacher and deputy headteacher.
- Inspectors listened to pupils read from Year 2 and Year 6. They met formally with pupils from Year 1 to Year 6.
- Inspectors also met with five governors, including the Chair of the Governing Body.
- The lead inspector held a telephone conversation with a representative from the local authority.
- Inspectors took account of the 95 responses to the on-line questionnaire (Parent View) and held discussions with some parents during the inspection.
- They observed the pupils' work and looked at school documentation, including data on pupils' progress, the school's development plan, evidence from the school's checks on how well it is doing, evidence of monitoring records and the arrangements for safeguarding.
- Inspectors analysed questionnaire responses from 28 members of staff.

Inspection team

Fiona McNally, Lead inspector	Additional Inspector
Steve Rigby	Additional Inspector
Doreen Davenport	Additional Inspector

Full report

Information about this school

- This is an average-sized primary school.
- The majority of pupils are of White British heritage.
- The proportion of pupils eligible for the pupil premium funding (in this school, additional money allocated by the government for pupils known to be eligible for free school meals) is below average.
- The proportion of pupils supported through school action is below average.
- The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The school meets the government's current floor standard, which sets the minimum expectation for pupils' attainment and progress in English and mathematics.

What does the school need to do to improve further?

- Increase the proportion of teaching that is outstanding by:
 - offering more opportunities for pupils to think things out for themselves
 - ensuring work set is at the right level of difficulty, including for the most able pupils.

- To increase pupils' progress, particularly in reading and writing, by:
 - providing greater opportunities for pupils to develop their reading, writing and mathematical skills across all subjects
 - ensuring teachers consistently provide pupils with guidance and clear next steps when feeding back to them after marking their work.

Inspection judgements

The achievement of pupils is good

- Pupils' overall attainment and progress has been good over a number of years. Children start school in the Nursery class with skills which are generally typical for their age. They enter the Early Years Foundation Stage with good levels of communication but poorer development in their personal and emotional development, in particular. During their time in the Nursery and Reception classes, children make good progress with a much higher than average proportion of children leaving the Reception Year with good levels of development.
- By the end of Key Stage 1, pupils' attainment is just above average in reading, writing and mathematics. At the end of Key Stage 2, pupils' attainment has been consistently above average for a number of years, with particular strength in mathematics.
- In mathematics, the proportion of pupils making better than expected progress is well above average. In 2013, the proportions of pupils making better than expected progress in reading and writing was not as strong as in previous years; when the school's progress results in English have been more in line with the very strong progress still evident in mathematics.
- Pupils who are currently at the school make good progress, as is seen across reading, writing and mathematics in Key Stage 1 and Key Stage 2, as well as in the Early Years Foundation Stage.
- Pupils who are known to be eligible for free school meals are making progress in line with pupils who are not eligible for free school meals in the school. This is evidenced through the school's test results over a number of years and in the assessment data of pupils who are currently in the school. The attainment of these pupils is good when compared to national averages in reading, writing and mathematics and the gap between these pupils' attainment and other learners in the school is smaller than the gap found nationally.
In some lessons, the progress of the most able pupils is not quite as strong as it is for other pupils. This is because they do not always have access to higher level work to develop their English and mathematics skills at this level.
- The learning and progress of disabled pupils and those who have special educational needs is in line with their peers. Pupils from minority ethnic backgrounds and those who speak English as an additional language perform at least as well as their peers and sometimes better. The good achievement of different groups of pupils shows the school's commitment to providing all pupils with equal opportunities.
- Pupils have the opportunity to read a variety of texts and to read on a regular basis in school and at home. Older pupils are particularly pleased with the library, which they say is 'a calm place to lose yourself in a book'. This is reinforced by the strong attainment of pupils in Key Stage 1 and the good progress of pupils across Key Stage 2, in reading, over recent years.
- The application of reading, writing and mathematical skills is well promoted with younger pupils and in Years 3 and 4. For example, pupils apply their mathematical skills in science, where they present data in varied ways and reinforce their writing skills when writing an evaluation of the experiments they conduct. However, pupils' work shows that this is not a consistent picture across all year groups and older pupils, in particular, have fewer opportunities to reinforce these key skills.

The quality of teaching is good

- Teaching is good, which promotes pupils' good progress.
- In the Early Years Foundation Stage, staff work well together to make sure that children are introduced to a wide and interesting range of activities. These are successfully designed

particularly to support children to develop their personal, social and physical skills. This also helps them to become increasingly less reliant on the teacher. The teaching of reading, writing and mathematics is also strong and children are offered different and effective ways to reinforce these skills on a daily basis. Adults record children's progress frequently and use the information to make sure that activities build on what children already know and can do.

- The large majority of parents agree that their children are well taught at the school and the regular checks made by the senior leaders on teaching and the work in pupils' books show that teaching is good over time.
- Lessons are well planned by teachers for the middle ability pupils and the least able pupils, with teachers providing clear steps for these pupils so that they can access learning and be pushed to move their learning on.
- At times in lessons, there are too few opportunities for the most able pupils to extend their learning and deepen their understanding of the work. Most able pupils do not always have access to higher level work which will stretch them and ensure they can make good progress in English and mathematics.
- The marking of books is regular in all classes and, in the strongest practice, this involves feedback which makes clear to pupils what they have done well and what they need to do in order to make work better. However, this does not always happen in all classes and, where it is not in place, pupils are not given clear enough guidance on how to improve their work.
- Teachers expect pupils to work hard; they explain tasks clearly and mostly they question pupils well, ensuring they have to think and search for answers. Teachers also expect pupils to offer reasons and explanations for their answers. However, there is some inconsistency in the quality of questioning and at times pupils are not given enough time to answer and the level of questioning is too simple for the most able pupils.
- There is strong engagement from the pupils when they are asked to think things out for themselves. At such times, they make good progress and enjoy their learning.
- Adults work well together and there is strong teamwork in most classrooms, where the teachers and teaching assistants work very closely to check on pupils' progress and move pupils on successfully in their learning. Pupils regularly benefit from having more than one skilled practitioner in the classroom, most of whom have high expectations of the pupils.
- The use of correct terminology is a strength in some classrooms, reinforced by the pupils' ability to understand and use language appropriately. However, at times, teachers do not insist on the use of the language they have taught which can then slow progress.

The behaviour and safety of pupils are good

- Pupils' behaviour is good. Pupils have positive attitudes to learning and describe what they do in lessons as being fun and useful. Consequently, if there is disruption to lessons it is rare and of a minor nature. There are also very strong relationships between adults and pupils.
- The school's work to keep pupils safe and secure is good. Pupils feel safe in all areas of the school and say that this is because there are always a lot of adults around. Pupils say there are rarely any incidents of poor behaviour and when it does occur it is dealt with quickly by staff. Pupils have a very clear understanding of the behaviour system in terms of the rewards they can earn and the consequences of poor behaviour.
- Pupils know the different types of bullying, for example cyber-bullying and prejudiced-based bullying, and say that there are few incidents of such behaviour because adults work quickly to resolve any potential problems between pupils. In this way, pupils feel issues rarely escalate or persist. Parents and staff agree that behaviour is well managed.
- The pupils are very proud of their school and enjoy coming to school, saying, 'I love this school

because the teachers always do their best to help you and make learning fun.’ Evidence of pupils’ enjoyment is also seen through the fact that the school’s attendance is above the national average and has improved over time. Equally, leaders in the school have put new systems in place to improve punctuality because, in the past, too many pupils were arriving late. Pupils report that this was needed and understood the problems about not being on time for school. As a result, punctuality has greatly improved in recent months.

- Behaviour and safety are not yet outstanding because attitudes to learning are not always exemplary when the occasional lesson lacks challenge and stimulus. Equally, at certain times around school, pupils can be noisy and do not always respond immediately to the instructions of adults.

The leadership and management are good

- Leaders, including governors, communicate high expectations to all staff and pupils. There is very strong teamwork between all leaders and the staff in the school. The broad leadership structure, including effective middle leaders, means that plans and policies are well considered and that they support strong teaching and pupils’ strong attainment over time in reading, writing and mathematics.
- Robust performance management together with regular and effective checks on the quality of teaching have contributed well to the continued strong quality of teaching since the previous inspection. The use of performance management and training opportunities for teachers mean that there is a clear approach to supporting all pupils’ needs, which is understood by all adults. The headteacher and deputy headteacher ensure that all staff are clear about the role they play in moving the school forward and that their increases in salary depend on how well pupils achieve.
- Leaders are accurate in their view of the school, correctly identifying its strengths and areas for further development.
- The curriculum suits the needs and interests of pupils well and provides the opportunity for pupils to develop their literacy, numeracy and communication skills. In this way, the curriculum promotes pupils’ positive attitudes to learning. In addition, the school shows it is mindful of the pupils and the families it serves by providing enriching and meaningful experiences in the classroom and through a variety of events and activities outside lessons, which serve well to promote the pupils’ spiritual, moral, social and cultural development.
- Senior leaders use the pupil premium funding to ensure that pupils whose circumstances make them most vulnerable are given extra support in the classroom and beyond, where necessary. Leaders have a clear plan of how the money is used and its impact on pupils’ progress and attainment.
- Leaders and governors have a clear understanding of how the primary school sport funding is being used and how it will have a long-term impact on both the pupils’ access to new sports and on the quality of teaching of physical education.
- Parents are largely very positive about the school and what it provides for their children. However, a small minority have some concerns and would like improved communication systems for parents to have easier access to the leaders, teachers and governors in the school.
- The local authority is supportive of the school and has a clear view of pupils’ progress, the quality of teaching, and the school’s strengths and weaknesses.
- Safeguarding procedures meet the statutory requirements.
- **The governance of the school:**
 - Governors challenge senior leaders and understand how the school judges itself and the reason for these judgments. They are well-versed on the school’s strengths and areas for development, especially with regard to the quality of teaching.

- There is effective management of the school’s financial resources by the governing body.
- Governors know how much the school receives from the pupil premium funding and know how it is spent. They can demonstrate how this funding is making a difference to the pupils supported through this funding, as can be seen in the achievement and progress of those eligible pupils.
- Governors have recently carried out a thorough audit of their skills and are acting on the needs identified through this process. For example, governors are aware of the performance management procedures in the school but have recognised they need further training to ensure that they have a full understanding of target setting and the use of appraisal to link pupils’ achievement with teachers’ salary progression.

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	108054
Local authority	Leeds
Inspection number	431345

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

Type of school	Primary
School category	Voluntary aided
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	274
Appropriate authority	The governing body
Chair	Jason Broch
Headteacher	Jeremy Dunford
Date of previous school inspection	4 February 2009
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