

Bricknell Primary School

Inspection report

Unique Reference Number	117717
Local authority	Kingston upon Hull City of
Inspection number	339062
Inspection dates	30 September–01 October 2009
Reporting inspector	Ms Susan Bowles HMI

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	630
Appropriate authority	The governing body
Chair	Mr John Marsters
Headteacher	Mr Tim Attwater
Date of previous school inspection	July 2007
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Introduction

This inspection was carried out by one of Her Majesty's Inspectors and three additional inspectors. The inspectors visited 28 lessons, and held meetings with three governors, staff and groups of pupils. They observed the school's work, and looked at the improvement plan, monitoring procedures and reports, at records of pupils' progress and participation in activities and other documents. Questionnaires completed by 179 parents and 98 pupils were read.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of different groups of pupils, particularly in English and mathematics, to determine the effectiveness of teaching
- the personal and social development of pupils, to indicate the impact of wider provision
- the prioritisation of welfare and safeguarding to ensure all needs are met
- the impact of steps taken to improve performance in targeted areas, to demonstrate the effectiveness of leadership and management.

Information about the school

Bricknell Primary School is a large school with up to 90 children in each year group including the Reception Year of the Early Years Foundation Stage. The headteacher has been in post since February 2009, and his appointment was made permanent in September 2009. The school lies in an area of high density housing on the north-western edge of the city and there is a varied social mix. One third of pupils come from wards in the most deprived 25% nationally. About 10% come from minority ethnic backgrounds, including Eastern Europe, Asia and Africa. There are 30 pupils with English as an additional language, representing 5% of pupils. The buildings originate from the 1930s and have been refurbished. The school offers adult learning, a breakfast club and many after school activities. 'Schools Out', a private provider, offers childcare on site until 5.45 pm and in the holidays. This is subject to a separate inspection and the report can be found on the Ofsted website. The school holds Healthy Schools, Activemark, the BECTA Information and Communication Technology (ICT) Mark and International Awards.

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

2

The school's capacity for sustained improvement

3

Main findings

At Bricknell Primary School, pupils achieve well and enjoy learning because the curriculum is lively, teaching is clear and care, guidance and support work well. As a result, although pupils' starting points are broadly average, standards of attainment by the end of Year 6 are consistently above average. Pupils' personal development is an area of real strength, with some outstanding features. However, academic progress in English and mathematics has fluctuated recently. This is because teaching has varied in its effectiveness in catering for an increasingly wide mix of pupils. The headteacher, who took up his post only six months ago, has made an effective start on improving performance.

No groups of pupils underachieve in English or mathematics, but over time girls have outperformed boys in writing, and boys have outperformed girls at the higher level in mathematics. The school is well aware of these disparities and has acted to level up achievement. Arrangements to track pupils' progress across the school have been improved. Observation confirmed that teaching is generally good, but there are, as the school realises, aspects to improve. In particular, teachers' plans sometimes fail to take full account of the needs of all learners, so that learning loses momentum. The skills of using numbers and words are effectively taught, but pupils do not always get good opportunities to practise their skills independently, through investigations, or sustained talk or writing. Nor do they usually follow up the advice given by marking and feedback.

In the Early Years Foundation Stage children are well taught and get off to a good start in linking sounds and letters, using numbers for calculation and social skills. However, resources for outdoor learning are not well enough used and creative development is less well fostered. The school's engaging curriculum has been influenced by pupils' interests. A wealth of enrichment and extension activities has a very positive effect on attitudes and awareness of the wider world. The warm, positive environment created in the school yields some exceptionally good outcomes. Pupils feel very safe, make an outstanding contribution to their school and the wider community, and show unusually strong social, moral and cultural sensibility.

The school's governors and senior staff have a clear understanding of its strengths and areas for development. The improvement plan captures the current priorities and staff are tackling them. For instance, monitoring last year focussed on boys' and girls' progress in writing and mathematics. Provision has improved as a result. Year heads

and subject coordinators have recently begun to use information to monitor all pupils' progress towards suitably high targets, but at this point middle leaders have yet to play a full part in communicating high expectations. Although it is too early to see impact on outcomes, there is satisfactory capacity for further improvement.

What does the school need to do to improve further?

- Improve the impact of teaching and assessment on pupils' progress by:
 - planning lessons with a clear focus on how different pupils will learn
 - giving more emphasis to the independent and creative use of numeracy, literacy and investigative skills
 - ensuring pupils act in response to marking and feedback.

- Strengthen the capacity to sustain improvement by
 - ensuring greater accountability for staff at all levels of leadership.

Outcomes for individuals and groups of pupils

2

In most lessons observed pupils made good progress. Pupils are interested in their learning and want to do well, although their understanding of how to do so is not consistently high. Pupils with special educational needs and/or disabilities and those for whom English is an additional language made equally good progress as their peers, because they were usually well supported. Outcomes are above average by the end of Key Stage 1, as are results in English, mathematics and science tests at the end of Year 6. There have however been fluctuations in progress over the past two years, linked to variations in the effectiveness of teaching, which the school has dealt with swiftly.

Outcomes for pupils' personal development are very positive, because the school puts the principles of *Every Child Matters* at the centre of all its work. Pupils are kind and friendly when they play together. They are very proud of their school. Attendance is good and pupils are punctual, although the skills for learning independently are less well developed. Older pupils work very well on their own or in groups, but younger pupils sometimes need reminders and can become restless or inattentive if the work is not at the right level for them. The exemplary respect pupils learn to have for each other underlies their strong sense of safety and confidence in handling interpersonal problems. They say there is very little bullying and, because racist remarks are not tolerated, they have stopped. Pupils have good awareness of how to be healthy, emotionally and physically. They relish taking part in plentiful exercise. They know a lot about the value of eating fruit and vegetables although many prefer to eat less healthy packed lunches. Their contribution to their community is outstandingly positive, as a result of exceptional opportunities offered through the school's many partnerships. Pupils of many ages have made their influence felt through the eco-committee, the school council, the gardening club, surveys and campaigns. Through strong links with very different schools and

communities they engage with people who are different from them, in faith, culture or disability. This has given pupils curiosity about the wider world and an unusually good understanding of what it means to be a global citizen. Their exceptionally strong moral, social and cultural development shows in their responsible judgements.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2
The extent to which pupils feel safe	1
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	1
The extent to which pupils develop skills that will contribute to their future economic well-being	2
Taking into account:	
Pupils' attendance	2
The extent of pupils' spiritual, moral, social and cultural development	1

How effective is the provision?

A small proportion of the teaching seen was outstanding, most was good and none was less than satisfactory. Teachers' expectations are high and lessons are often well organised and set a good pace. In Year 6 and in several other classes, teachers planned activities well to match different levels of understanding, but this is not consistent across the school, so that some pupils occasionally found work too difficult, while others could have been stretched further. Teachers use a good variety of approaches to aid understanding, including the use of information and communication technology (ICT) and group work. Some make highly effective use of adults to support pupils in making progress. On the other hand, opportunities for pupils to take the initiative, exploit their own ideas or learn through first hand experience are sometimes missed. Pupils' attention occasionally drifted because teachers talked for too long. Lessons sometimes gave too little time for pupils to practise their literacy, numeracy or ICT skills independently. Teachers regularly offer constructive, sometimes precise, comments in lessons, but reviews of what has been learned and marking could do more to help pupils understand how to improve their work. There is too little sign that pupils act on the guidance given.

The school's formal curriculum ensures that pupils make good progress in their basic skills. However, there is scope to create more opportunities for pupils to use their literacy, numeracy and investigative skills independently. What makes the curriculum distinctive is the shaping influence of its strong commitment to community cohesion and the principles of *Every Child Matters*. Excellent extra-curricular provision significantly enhances outcomes. Almost all pupils are involved in the great range of clubs. The garden, developed as a way of including pupils at risk of disaffection, is now a resource used in lessons. Pupils talk to children in Germany by video-link in one of the popular language clubs. Others have won a prize for their animation skills; some are publishing a book of recipes. Pupils have a say in what they learn. There

are regular visits and special events, and topics reflect live local and international issues. Through exploring and celebrating their individual identities and heritage, pupils have learned to respect difference and reject racism.

All parents who completed the questionnaire were agreed that the school's care for their children was at least good. Good procedures to promote better attendance and behaviour have led to improvement. Vulnerable pupils are well understood as individuals and well supported to make progress, as those spoken to confirm. Case studies illustrated how the school has made a positive difference by working persistently in partnership with parents and other agencies. Monitoring the progress of different groups has been a weaker area, but improved tracking systems mean the school is now on course to do this more closely.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	2
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Leadership and management has sustained good - in some respects exceptional - outcomes, but has not ironed out all fluctuation in achievement. The first improvement plan drawn up by the new headteacher is based on clear-sighted self evaluation of the school's many distinctive strengths and the areas for improvement. The headteacher and senior staff have an effective view of the quality of provision based on monitoring a good range of evidence, although their evaluation of the Early Years Foundation Stage was a bit too generous. A leadership team is being formed with remits aligned to the improvement plan. Year heads and subject coordinators have recently begun to use information to monitor all pupils' progress towards suitably high targets, but at this point middle leaders have yet to play a full part in communicating high expectations.

The governing body is clearly influential on the strategic direction of the school. Members who spoke to inspectors bring a useful range of experience to working parties which have monitored matters such as attendance, safeguarding and support for vulnerable pupils. They have a very good grasp of how the school is promoting equalities and tackling discrimination. They conscientiously evaluate policies by observing the school's day-to-day work and considering surveys of parents' and pupils' views as well as data. Procedures for safeguarding and welfare are indeed given top priority. Staff work in a well coordinated way to safeguard and protect all children, and these arrangements make an outstanding contribution to all pupils' well-being and sense of safety. The school's well-used extended provision grew out of good communication with parents and pupils. It is rigorous in handling risks to pupils and teaches them how to deal safely with, for example, modern communication technology.

Staff, governors and pupils spoken to gave compelling evidence of a very positive impact on religious, ethnic and social cohesion, and of their determination to go further to disarm prejudice in their increasingly diverse community. Outstanding results here have been achieved through sustained and imaginative work with partners to engage all families and local communities and to broaden pupils' experience and understanding.

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	2
The effectiveness of partnerships in promoting learning and well-being	2
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	2
The effectiveness of safeguarding procedures	1
The effectiveness with which the school promotes community cohesion	1
The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Outcomes for children are good, especially in early literacy and numeracy. Children learn and develop well given their broadly typical range of starting points, although their creative development is only satisfactory. Children were observed playing safely and confidently together and have settled well into school routines in their first few weeks. They have good relationships with adults, behave well and are learning to share. Assessments are thorough. Staff understand their learning and welfare needs well, and children with learning difficulties and/or disabilities, and those learning English as an additional language, are successfully included. Indoors, the environment is welcoming, but, as the school recognises, opportunities to learn outdoors are limited. The Early Years Foundation Stage leader makes sure that policies to ensure all children are protected and well supported are followed robustly. She has established clear priorities for improvement based on an accurate understanding of the strengths and weaknesses of provision. Partnerships with parents are developing. Staff understand the high expectations set and show a common sense of purpose.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	2
Taking into account: Outcomes for children in the Early Years Foundation Stage	2
The quality of provision in the Early Years Foundation Stage	2
The effectiveness of leadership and management of the Early Years Foundation Stage	2

Views of parents and carers

Parents who responded to the questionnaire were overwhelmingly satisfied with the school overall, including the way it is led. In particular, all were confident about how the school keeps children safe and helps them to be healthy, and inspection evidence upheld this. A few felt more could be done to deal effectively with unacceptable behaviour, but inspectors supported the view of the vast majority of parents that the school's systems work well. All parents agreed that teaching is good, and inspectors supported this. A few felt more could be done to help their child make good progress, and it is in this respect that inspectors have recommended that the school could improve further.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bricknell 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 inspection team received 179 completed questionnaires by the end of the on-site inspection. In total, there are 630 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	115	64	59	33	3	2	0	0
The school keeps my child safe	125	70	52	29	0	0	0	0
The school informs me about my child's progress	95	53	75	42	4	2	0	0
My child is making enough progress at this school	110	61	63	35	3	2	0	0
The teaching is good at this school	129	72	47	26	0	0	0	0
The school helps me to support my child's learning	127	71	49	27	1	1	0	0
The school helps my child to have a healthy lifestyle	122	68	55	31	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)	98	55	70	39	1	1	0	0
The school meets my child's particular needs	101	56	71	40	2	1	0	0
The school deals effectively with unacceptable behaviour	96	54	70	39	4	2	0	0
The school takes account of my suggestions and concerns	94	53	70	39	4	2	0	0
The school is led and managed effectively	118	66	57	32	0	0	0	0
Overall, I am happy with my child's experience at this school	143	80	34	19	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

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.



2 October 2009

Dear Pupils

Inspection of Bricknell Primary School, Hull, HU5 4ET

Thank you very much for your friendly welcome to the school that you are so proud of. A great many of you spoke to members of the inspection team, and I would like to thank you for sharing your thoughtful views. I am writing to let you know what we thought about your school.

This is a good school with some outstanding features. You, like your parents, are overwhelmingly pleased with it. The school does remarkable things to help you grow up to be well-informed, considerate and reflective young people. You are aware of other people's needs and many of you really help the community. Because school encourages all of you to take part in a huge range of activities, many of you develop new interests and have great enthusiasm for learning. Your behaviour and attendance are good, and you make good progress with many of the skills you need for your adult life. All this comes about because you are taught clearly, find most lessons interesting, and are well cared for and supported.

Your new headteacher and the governors are quite right that some things could be even better. Standards of attainment by the time you leave school, although higher than average, have wavered a bit recently. The people who lead teams of teachers need to make a clear difference to that.

We have therefore asked the school to ensure that your teachers plan lessons which make sure you all make good or better progress, with help if you need it, or a chance to move ahead more quickly if you can. We have asked for you to have more opportunities to practise your skills by yourselves and to make more choices for yourselves. You also need time to respond to your teacher's marking or comments. You can help, for example, by being really good listeners and speakers in group work, and acting on the advice your teachers give you about how to improve your work. Having met you, I feel sure you'll want to.

With best wishes for the future,

Yours sincerely,

Ms Susan Bowles
Her Majesty's Inspector

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