

Inspection of Braunstone Community Primary School

Cort Crescent, Braunstone, Leicester, Leicestershire LE3 1QH

Inspection dates: 18–19 September 2019

Overall effectiveness	Good
The quality of education	Good
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Good
Early years provision	Good
Overall effectiveness at previous inspection	Not previously inspected

What is it like to attend this school?

Leaders and other staff work really hard to make the school a place where children can learn. The staff care a great deal for pupils and want the best for them. They make sure that pupils are well looked after and kept safe. Pupils want to come to school. Pupils say that they are happy, and that everyone gets on well together. Pupils behave well. Bullying is rare. Most pupils agree that when bullying does happen, staff deal with it well.

Leaders are determined that pupils will leave the school with the knowledge and skills they need to be successful in their futures. Leaders plan the curriculum well to help pupils develop personally as well as achieve academically. A range of clubs and enrichment activities develop pupils' wider interests and talents.

Pupils want to please their teachers. They are keen to do well and eagerly take part in the activities that teachers provide. Pupils have good manners and are confident when talking to visitors. The inspection team was made to feel most welcome by all members of the positive school community.

What does the school do well and what does it need to do better?

Leaders have high expectations and want all pupils to do well. They think carefully about what pupils need to learn. Subject leaders ensure that teachers know what they need to teach and when they need to teach it. Teachers make sure that pupils build up knowledge and understand the subjects they learn. For instance, pupils spoke confidently about the Egyptians, who they study in history.

Pupils achieve increasingly well. On occasion, however, teachers drift from their teaching plans and pupils' learning is less focused. When this happens, some pupils do not gain the knowledge or skills in the order they need to be learned. Some teachers are new to the school and to teaching. Leaders make sure that they receive good support and training to develop their expertise. Sometimes, leaders do not check closely enough to make sure that all staff are using agreed approaches.

All staff prioritise reading. Pupils told us how much they enjoy reading. Leaders' new plans to improve reading are detailed and show how they intend pupils' reading knowledge and skills will build up over time. Teachers are more precise in their delivery of reading than they have been in the past. Phonics teaching has a clear structure and staff use appropriate resources. Staff make sure that pupils' reading books match the sounds that they learn. Leaders check what teachers are teaching. However, leaders do not make sure that all teachers teach the school's phonics programme as precisely as they should.

Pupils learn well in mathematics, in writing and other subjects. Leaders and staff plan and deliver these subjects well. Pupils build up their knowledge in a logical way. They revisit some aspects to help them remember.

Staff want pupils with special educational needs and/or disabilities (SEND) and disadvantaged pupils to do well. Leaders make sure that these pupils receive the support they need. They adapt their curriculum plans to help these pupils.

Children are safe and happy in the early years. They behave and play well together. Leaders want children in the early years to learn to read quickly. Teachers share their love of reading with children, as they read aloud with energy and enthusiasm. Teachers do not make sure that all activities build on what children already know and can do. This is especially true for Reception children in the outdoor classroom.

Staff make sure that the curriculum helps pupils to develop personally and know why it is important to behave well. Pupils learn how to be confident and healthy. Experiences such as school trips and cooking clubs help pupils to develop, both personally and socially. Leaders want all pupils to achieve well and to have high aspirations. Staff help pupils deal with any difficulties. Strong relationships with parents help to achieve this.

All staff are committed to providing a high-quality education for the pupils. Leaders consider staff well-being. Most staff appreciate what leaders do for them.

The school's curriculum currently does not include the teaching of a modern foreign language. This is because leaders plan to introduce the teaching of a different language this year. Leaders' plans show that they are in the process of doing this.

Safeguarding

The arrangements for safeguarding are effective. Staff know the pupils and their families well. They are vigilant in looking out for any indications that a pupil may be at risk. Leaders respond swiftly to any concerns reported. They make sure that pupils get the extra support they may need. Leaders are aware of the risks that pupils might face in the local community. They are proactive in preventing any issues from developing.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- Curriculum leaders are not as effective as they could be. They need to check more carefully the quality of teaching and address remaining inconsistencies, including in the teaching of phonics. On occasion, some teachers do not follow curriculum planning as well as they should. Leaders need to ensure that all teachers continue to gain the expertise they need to deliver the curriculum planning consistently well across the school. Leaders need to check that teachers are following agreed plans.
- Pupils in key stage 2 have, until this year, had the opportunity to learn a modern foreign language. Leaders have temporarily paused this to introduce a different language. Pupils currently, therefore, are not able to access this provision.

Leaders need to implement their plans to reintroduce a modern foreign language.

How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use Ofsted Parent View information when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you're not happy with the inspection or the report, you can [complain to Ofsted](#).

Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

School details

Unique reference number	143245
Local authority	Leicester
Inspection number	10107637
Type of school	Primary
School category	Academy converter
Age range of pupils	3 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	438
Appropriate authority	Board of trustees
Chair of trust	David Williams
Headteacher	Halil Tamgumus
Website	www.braunstone.leicester.sch.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school is part of the Discovery Schools Academy Trust.
- This is the first time the school has been inspected since its registration as a new school in October 2016. When the predecessor school was inspected it was judged to require improvement.
- The school has many new staff, including teachers, curriculum and senior leaders. A new headteacher was appointed in the previous academic year.
- The school is part of the Affinity Teaching School Alliance.
- The school provides a breakfast club for pupils.

Information about this inspection

We carried out this inspection under section 5 of the Education Act 2005.

- Inspectors held meetings with the headteacher and senior leaders, middle leaders and other staff. Inspectors met with a representative of the board of trustees and spoke with the chair of the advisory board. Discussions explored a wide range of subjects, including safeguarding arrangements.

- Inspectors looked in detail at four subjects: reading, writing, mathematics and history, to consider the quality of education. Inspectors visited 34 lessons, most with senior leaders. They met with teachers, curriculum leaders and pupils, and looked at a sample of pupils' work in these subjects. Inspectors also listened to pupils reading and observed pupils' play times and lunchtimes.
- Inspectors spoke with parents at the start of the day. Account was taken of the 13 responses to Ofsted's online survey, Parent View, and the school's own parental survey. The 49 responses to the staff survey were also considered. There were no responses to the pupil survey.
- Inspectors looked at a range of documentation, including that relating to safeguarding, behaviour, attendance and the quality of teaching, learning and assessment. Inspectors also looked at leaders' evaluation of the school's performance, and their planning and monitoring documentation. Inspectors reviewed and considered the information on the school's website.

Inspection team

Vondra Mays, lead inspector	Ofsted Inspector
Ged Philbin	Ofsted Inspector
Shaheen Hussain	Ofsted Inspector

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