

Inspection of Bramhope Primary School

Breary Rise, Leeds LS16 9AL

Inspection dates:	26 and 27 November 2024
The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Early years provision	Outstanding
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

The headteacher of this school is Rachel Colbourn. This school is part of Collaborative Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Janet Sheriff, and overseen by a board of trustees, chaired by Ian Bond.

Until November 2020, the school was exempt from routine inspection because it was judged as outstanding for overall effectiveness at its previous inspection under section 5 of the Education Act 2005. The school has not been inspected under section 5 of the Act since December 2011.

Ofsted has not previously inspected Bramhope Primary School under section 5 of the Education Act 2005. However, Ofsted previously judged Bramhope Primary School to be outstanding for overall effectiveness, before it opened as an academy. Since September 2024, schools have not been awarded an overall effectiveness grade.

What is it like to attend this school?

The school motto summarises the values of this happy and successful school: 'Belong. Be Your Best. Be Bramhope.' Staff and pupils are justifiably proud of the nurturing and inclusive atmosphere. Each individual in this community is valued and motivated to achieve their best. Academic rigour, alongside exceptional pastoral care, means that all pupils are supported to thrive.

Pupils benefit from a safe and respectful environment for learning. Right from the start, pupils are encouraged to recognise and celebrate diversity. Pupils serve their school and the wider community through their many leadership roles. Whether giving out the milk, organising the library, being a playground buddy or serving on the school council, pupils learn to make a difference and to understand their impact on others. The 'cycle of giving' helps pupils to broaden their understanding of the world and to help others in a meaningful way. As a result, many demonstrate knowledge and passion when discussing key issues, such as equal opportunities.

Pupils' behaviour is exemplary. All, including the youngest, listen well and respond quickly to prompts. Bullying is not tolerated. Pupils know that they have a responsibility to report unsafe or unkind behaviour. They are confident that adults will take action to help.

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

The school has a highly ambitious curriculum, which is carefully tailored to meet the increasingly diverse needs of the pupils who attend Bramhope. The foundations of this curriculum are established extremely well in the early years. Leaders have carefully considered the key concepts they want pupils to understand. These are revisited in different contexts. Right from the start, teachers build pupils' knowledge and encourage them to make connections with what they already know. In history, for example, pupils undertake historical enquiry using a range of sources. Over time, they explore ideas such as migration, which help them understand how the past affects the present.

The school successfully promotes a love of reading and teaches reading very effectively. High-quality teaching of phonics means pupils learn to read quickly and confidently. Pupils who struggle with reading are identified early and supported to catch up quickly. All pupils have access to a range of high-quality books and magazines. From the early years onwards, all pupils visit the school library every week. They are encouraged to encounter new authors and new ideas through a well-chosen selection of books for every year group. Younger pupils enjoy learning and using new vocabulary while talking about the stories they share.

The majority of pupils achieve very highly. This includes many pupils with special educational needs and/or disabilities (SEND). This is because the quality of professional development at Bramhope is exceptionally high. Leaders have been proactive in supporting staff to develop the skills they need to address potential barriers to success; particularly for disadvantaged pupils, pupils who are new to English and those with SEND. As a result, teachers are well equipped to adapt teaching and secure success for all.

Those who need additional support are quickly identified. Last year's published outcomes for writing were not as high as other subjects. However, leaders have taken effective action to improve the quality of the English curriculum. As a result, outcomes overall are exceptionally strong and pupils are well prepared for their move to secondary school.

Pupils benefit from an extremely well-planned programme of curriculum enrichment. They participate in activities explicitly designed to develop their talents and interests. Mystery visitors in early years encourage curiosity in the youngest children. Children learn about different cultures and expand their vocabulary. In later years, visitors give pupils an insight into various careers. The school's residential visits support pupils to learn life skills and to engage in adventurous activities, which help build their confidence. School assemblies contribute effectively to pupils' understanding of fundamental British values, such as tolerance and respect. Pupils are taught how to use talk effectively to support their learning across the curriculum. They are encouraged to be reflective and explain their thinking. As a result, they are articulate, build on their own and others' ideas, and ask pertinent questions.

The school has changed and grown in recent years. Exceptionally strong leadership has ensured that the school continues to provide an excellent education. Staff morale is high. Staff appreciate the school's consideration of workload and well-being when new initiatives are introduced. Trustees and the local governing committee work effectively together to provide appropriate support and challenge to the school.

Safeguarding

The arrangements for safeguarding are effective.

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 information from Ofsted Parent View 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.

Further information

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

In the report, '[disadvantaged pupils](#)' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years,

looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

School details

Unique reference number	147554
Local authority	Leeds
Inspection number	10297493
Type of school	Primary
School category	Academy converter
Age range of pupils	4 to 11
Gender of pupils	Mixed
Number of pupils on the school roll	412
Appropriate authority	Board of trustees
Chair of trust	Ian Bond
CEO of the trust	Janet Sheriff
Headteacher	Rachel Colbourn
Website	www.bramhopeprimary.co.uk
Date of previous inspection	Not previously inspected

Information about this school

- The school became an academy with Collaborative Learning Trust in 2019.
- The school has grown rapidly in recent years and now has two classes in every year group.

Information about this inspection

The inspectors carried out this graded inspection under section 5 of the Education Act 2005. During a graded inspection, we grade the school for each of our key judgements (quality of education; behaviour and attitudes; personal development; and leadership and management) and for any relevant provision judgement (early years and/or sixth form provision). Schools receiving a graded inspection from September 2024 will not be given an overall effectiveness grade.

- Inspections are a point-in-time evaluation about the quality of a school's education provision.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The inspectors met with the headteacher and other senior leaders, curriculum leaders, staff and pupils.
- Meetings were also held with the CEO of the trust, the director of school improvement from the trust, members of the board of trustees and representatives of the local governing committee.
- Inspectors carried out deep dives in these subjects: early reading, history, English mathematics and physical education. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- Inspectors also discussed the curriculum in some other subjects, including science, personal, social and health education and religious education.
- Inspectors observed pupils' behaviour in class, around the school and during social times. They held discussions with leaders about behaviour and attendance.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- The views of parents, staff and pupils were considered from meeting with them and from the responses to Ofsted's questionnaires and the school's own surveys.

Inspection team

Gill McCleave, lead inspector	Ofsted Inspector
Emmeline Ford	Ofsted Inspector
Sam O'Brien	Ofsted Inspector

The Office for Standards in Education, Children's Services and Skills (Ofsted) regulates and inspects to achieve excellence in the care of children and young people, and in education and skills for learners of all ages. It regulates and inspects childcare and children's social care, and inspects the Children and Family Court Advisory and Support Service (Cafcass), schools, colleges, initial teacher training, further education and skills, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for children looked after, safeguarding and child protection.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 1231, or email enquiries@ofsted.gov.uk.

You may reuse this information (not including logos) free of charge in any format or medium, under the terms of the Open Government Licence. To view this licence, visit www.nationalarchives.gov.uk/doc/open-government-licence/, write to the Information Policy Team, The National Archives, Kew, London TW9 4DU, or email: psi@nationalarchives.gsi.gov.uk.

This publication is available at <http://reports.ofsted.gov.uk/>.

Interested in our work? You can subscribe to our monthly newsletter for more information and updates: <http://eepurl.com/iTrDn>.

Piccadilly Gate
Store Street
Manchester
M1 2WD

T: 0300 123 1231
Textphone: 0161 618 8524
E: enquiries@ofsted.gov.uk
W: www.gov.uk/ofsted

© Crown copyright 2024