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25 March 2011

Mrs J Kennington  
Headteacher  
Bradwell Village School  
Walgrave Drive  
Bradwell  
Milton Keynes  
Buckinghamshire  
MK13 9AZ

Dear Mrs Kennington

### **Special measures: monitoring inspection of Bradwell Village School**

Following my visit to your school on 23 and 24 March 2011, I write on behalf of Her Majesty's Chief Inspector of Education, Children's Services and Skills to confirm the inspection findings.

The inspection was the third monitoring inspection since the school became subject to special measures following the inspection which took place in February 2010. The full list of the areas for improvement which were identified during that inspection is set out in the annex to this letter. The monitoring inspection report is attached and the main judgements are set out below.

Progress since being subject to special measures – satisfactory.

Progress since previous monitoring inspection – good.

Newly Qualified Teachers may be appointed. The school should ensure an appropriate induction and support plans are in place.

This letter and monitoring inspection report will be posted on the Ofsted website. I am copying this letter and the monitoring inspection report to the Secretary of State, the chair of the governing body and the Director of Children's Services for Milton Keynes.

Yours sincerely

Paul Scott  
**Her Majesty's Inspector**

## **Annex**

### **The areas for improvement identified during the inspection which took place in February 2010**

- Improve the quality of teaching in order to raise pupils' achievement, particularly in Years 3 and 4, by
  - raising expectations of the standards all pupils are capable of attaining
  - ensuring that teaching is based on an accurate assessment of each pupil's performance and is closely matched to their learning needs
  - providing all pupils with clear feedback on what they are doing well and what they need to do to improve their performance.
  
- Ensure that the curriculum is covered in sufficient depth to challenge all pupils in all years at the right level and to give stimulating and purposeful opportunities for writing.
  
- Ensure that leaders and managers tackle weaknesses and drive improvement by
  - holding all leaders and class teachers firmly to account for pupils' learning and progress
  - rigorously evaluating the impact of provision, particularly teaching and the curriculum, on pupils' progress and taking swift action for improvement
  - developing governors' involvement in constructively challenging senior leaders.

## **Special measures: monitoring of Bradwell Village School**

### **Report from the third monitoring inspection on 23 and 24 March 2011**

#### **Evidence**

Inspectors observed the school's work, scrutinised documents and met with pupils, the headteacher, senior leaders and members of staff, members of the governing body and a representative of the local authority.

#### **Pupils' achievement and the extent to which they enjoy their learning**

Pupils enjoy the increasing challenge in lessons and contribute to the ethos of the school a great deal with their very positive behaviour and enthusiasm for learning. Pupils' attainment is broadly average and this is much more consistent now in all year groups. The validated national tests results for 2010 show that the percentage of pupils achieving Level 4 or above in English was above that found nationally, but the percentage of pupils achieving Level 5 was below the national average. Pupils' attainment at Level 4 or above and for Level 5 and above in mathematics was slightly higher than the national average. Pupils make increasingly higher levels of progress now in all year groups. This ensures that the prior underachievement is tackled effectively. The challenging targets set by the school are not always met but the school is on track for increased attainment in 2011 for the current Year 6 pupils. There are a number of pupils who demonstrate very high abilities and are now being challenged and recognised for their clear talent. Progress has accelerated as the teaching is more individual and the context of learning is relevant and exciting. Teachers work hard to ensure that the younger pupils are clear about expectation in the school and the benefits of contributing to class work. Pupils in Year 3 are making good progress since starting the school and are starting to develop the positive approaches that the older pupils demonstrate so well.

The assessment of pupils' work is now accurate and teachers discuss with precision the learning needs of individuals. Pupils are expected to respond to the clear feedback from teachers in books and during lessons. This allows pupils to develop more independent learning strategies. The improved progress-tracking systems are used effectively by leaders in the school to identify earlier strengths and areas that may need intervention.

Progress since the last monitoring inspection on the areas for improvement:

- raise pupils' achievement, particularly in Years 3 and 4 – **good**.

## Other relevant pupil outcomes

The behaviour in the school is now very positive, with Year 6 pupils demonstrating their outstanding ability to act as role models for the rest of the school. This is both true of their commitment to study as well as their contribution to the school ethos. During one lesson, Year 6 pupils talked maturely and with real interest about books they had read and were able to make recommendations and generate a further enthusiasm for reading. Another group of pupils worked hard to prepare and serve an excellent lunch for me during my visit. We then sat down to eat together and their mature, interesting and fun conversations demonstrated how they have developed into young adults ready to face a variety of challenges. Other students in Year 6 demonstrated impressive use of mathematical understanding and contributed a great deal to lessons, with a great deal of fun, including sharp and witty banter between the teacher and their fellow peers.

## The effectiveness of provision

Teachers are now much more confident and effective managers of learning. They are analytical about their performance and have an open approach to sharing their practice. Teachers work much more with small groups and on a one-to-one basis to ensure that individuals' learning needs are met more effectively. High-quality probing and focused questioning ensures pupils are challenged and allows teachers to gain a clear understanding of pupils' learning. Where learning is less effective, pupils engage in activities enthusiastically but are not directed clearly or challenged enough and teaching assistants not utilised sufficiently.

The curriculum has developed well and is now more relevant and has a clearer context. Pupils understand how their work fits with other elements of learning and why it is important. During one lesson, pupils developed their mathematical understanding by exploring buying items and working out change. The activity challenged pupils and allowed them to work independently while the teacher supported and untangled any misconceptions with individuals. The pupils were able to practice skills of using coins and counting up in different quantities. The school has a very positive feel and pupils feel that their achievements are recognised. Pupils enjoy a range of clubs and have been very successful in their football league.

Progress since the last monitoring inspection in the areas for improvement:

- Improve the quality of teaching in order to raise pupils' achievement, particularly in Years 3 and 4, by
  - raising expectations of the standards all pupils are capable of attaining
  - ensuring that teaching is based on an accurate assessment of each pupil's performance and is closely matched to their learning needs
  - providing all pupils with clear feedback on what they are doing well and what they need to do to improve their performance – **good**.

- Ensure that the curriculum is covered in sufficient depth to challenge all pupils in all years at the right level and to give stimulating and purposeful opportunities for writing – **good**.

### **The effectiveness of leadership and management**

The school leaders have established a much stronger position now from which to orchestrate developments. Accurate teacher assessments are increasingly useful in indicating the school's performance. Leaders, including the governing body, are more effective at monitoring school performance and so are more able to take more timely action when there are successes or where there is a need for specific intervention. Observations are undertaken more regularly by all staff, and team teaching and coaching practices have developed well. This is still developing as teachers' own skills, openness and confidence grow.

The governing body has made rapid progress in rising to the challenges they were very aware of in an admirable and impressive way. Members are self critical, are not complacent about the huge steps taken already and understand that a great deal still remains to be done. They hold the school to account much more and challenge and support the school in its development. Members of the governing body recognise there are areas that still require more rigour but are determined and have been diligent in implementing a clear strategy for improvement.

Progress since the last monitoring inspection in the areas for improvement:

- Ensure that leaders and managers tackle weaknesses and drive improvement by
  - holding all leaders and class teachers firmly to account for pupils' learning and progress
  - rigorously evaluating the impact of provision, particularly teaching and the curriculum, on pupils' progress and taking swift action for improvement
  - developing governors' involvement in constructively challenging senior leaders – **good**.

### **External support**

The school has been supported effectively by the local authority with challenge and the availability of a range of professionals. The school now directs this support for itself, and the local authority has responded to the needs of the school as they arise and are requested by school leaders, including the governing body.