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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 25 and 26 May 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 fourth 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 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 fourth monitoring inspection on 25 and 26 May 2011**

#### **Evidence**

The inspector observed the school's work during the creative week, scrutinised documents and met with pupils, the headteacher, senior leaders, members of staff and members of the governing body.

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

Pupils' enjoyment of learning is enhanced by the school's creative curriculum. Many parents, carers and relatives took the opportunity to work alongside pupils during the creative week and could see the results of the increasing pupil achievement. The opportunities to build stronger home-school links were also developed very well with the range of activities that allowed parents and carers to see the school working so successfully. Pupils produced work of real quality that was influenced by a range of artists they had studied. Pupils were able to talk about their work with an impressive degree of analysis and developed their skills in working with a range of materials. The creative curriculum was successful in ensuring strong progress in numeracy and literacy as well as pupils' personal development including their team working and independent skills. Some of the higher attaining pupils in Year 6 produced art works of exceptional standards. This has complemented the very high standards they are achieving in numeracy and literacy. These pupils are working enthusiastically and are on target to reach Level 6 in English and mathematics by the end of this academic year. The school's analysis of pupils' progress is now much sharper and confirms that groups in the school are now making much more positive progress in all year groups. Achievement in mathematics and reading is now good. Pupils make a good start in Year 3 and settle well within the caring environment. Pupils who speak English as an additional language also make strong progress in the school as clear and well-directed support is given. Attainment by the end of Year 6 is broadly average with good firm foundations for the next stages of learning.

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 of pupils across the school is very positive and pupils respond well to the wide range of opportunities that are available. Pupils develop a strong sense of right and wrong. They demonstrate their empathy for their peers through their

supportive and considerate actions. Pupils have a good understanding of what contributes to a healthy lifestyle and are developing higher aspirations for the future. High attaining pupils have maturely considered future learning opportunities and have clear, high and realistic aspirations for university, professional careers and beyond.

### **The effectiveness of provision**

The quality of teaching is developing very well and is underpinned by the high degree of understanding teachers have about all individual pupils. There are strong relationships between pupils and school staff and the teaching assistants play an increasingly important role in the classroom to support learning effectively. Teachers are increasingly using their assessments and tracking information to inform the planning of lessons. Teachers are not always confident to fully implement their good planning but as staff refine the implementation of the plans learning is improving still further. There is already some exceptional teaching particularly in Year 6 and this outstanding practice is spreading across the school, with the more strategic leadership of teaching and learning. Teachers are building the confidence of learners and this has encouraged pupils to be proud of their work and engage in activities with real enthusiasm and determination. Pupils in Year 3 were keen to show their medicine wheel art works and could give clear explanations for the decisions they had made when creating the pieces. They also explained what great fun the creative week had been. Achievements are celebrated well by teachers with merits awarded, personal feedback and quality displays of pupils' work.

The curriculum provides a wide range of opportunities for pupils of all abilities to excel. The creative week is a good example of how cross-curricular work is undertaken with numeracy and literacy skills embedded in the activities. Pupils explored patterns with Fibonacci sequences and the science of shadows. Good use was made of the school's environmental area to provide materials for artworks.

The care, guidance and support in the school are very strong with a clear strategy to ensure the welfare of all pupils is considered. Pupils are supported well as the school staff have a clear understanding of their needs. They are able to draw upon a range of professionals to ensure pupils are able to engage in the wider opportunities in the school and beyond. Transition arrangements for Year 3 pupils allow them to settle quickly into school life and focus on success. Year 6 pupils are also given support in their moves to secondary school for the next phase of their learning.

Progress since the last monitoring inspection on 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 are developing a longer term strategic vision for the school and are bringing together the monitoring processes to ensure they are more analytical about all aspects of the school's performance. The leadership and management of teaching and learning are now strong with all teachers working well together to learn from each other and build on the strengths in practice. Governors are better informed and have taken important steps towards ensuring a more sustained development of the school. They are analytical about their own role in the school and are looking forward to the processes of school self-evaluation informing future plans. The chair of governors has steered the governing body exceptionally well. This along with the dedication and commitment of governors has ensured that the required rapid rate of progress has been seen. They are clear about the work ahead and are working hard towards even greater school success.

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 local authority has provided very effective support to the school since the last monitoring inspection. Support is rightly being scaled back and has allowed the school to demonstrate its capacity to move forward. Where the school has asked for professional challenge and consultancy this has helped leaders to refine systems further.