

Bradley Green Community Primary School

Inspection report

Unique Reference Number	106197
Local authority	Tameside
Inspection number	377374
Inspection dates	16–17 January 2012
Lead inspector	Bernard Jones

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	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	195
Appropriate authority	The governing body
Chair	Ceri Travers
Headteacher	Jane Matthews
Date of previous school inspection	1 May 2007
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Introduction

Inspection team

Bernard Jones
Aileen King

Additional inspector
Additional inspector

This inspection was carried out with two days' notice. Fifteen lessons were observed, involving seven teachers. Meetings were held with pupils, parents and carers, members of the governing body and staff. Inspectors observed the school's work and looked at documentation provided by the school, which included pupils' work, teachers' planning, assessments of pupils' progress, and information about safeguarding and child protection. Questionnaire returns from staff and pupils were analysed, along with 83 returns from the questionnaires sent out to parents and carers. In planning the inspection, the inspector took account of the one response recorded to the on-line questionnaire, (Parent View).

Information about the school

Most of the pupils at this smaller than average maintained primary school are of White British heritage. There are few pupils from minority ethnic groups and none is at an early stage of learning to speak English. The proportion of pupils known to be eligible for a free school meal is above average. The proportion with special educational needs and those with disabilities is below average. The school has achieved Healthy Schools status. The school meets the current government floor standards for attainment by the end of Year 6.

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	2
Achievement of children	2
Quality of teaching	2
Behaviour and safety of children	2
Leadership and management	2

Key Findings

- Bradley Green is a good school. It has some notable strengths in the way pupils behave, their attitudes to learning and their enthusiasm for school. Pupils enjoy their work and their achievement is good. The school's partnership with parents and carers is a key strength and home support contributes significantly to pupils' progress in reading.
- Pupils' behaviour is good in class and around the school. Bullying is almost non-existent and the vast majority of parents, carers and pupils report that, when it does occur, it is dealt with quickly and efficiently. Pupils feel safe and attendance levels are high.
- Teaching is good and engages and maintains pupils' interests. This results in good progress across a broad curriculum. Most children start in the Early Years Foundation Stage with levels of attainment that are below those typical for their age, particularly in their language and communication skills and in their personal development. Children settle quickly and make good progress. This continues through Key Stage 1, by the end of which attainment is broadly average. This good progress is maintained in Key Stage 2 and attainment rises to above average by the end of Year 6. However, attainment in writing is below that of reading and mathematics.
- The school is led and managed well. However, middle leaders lack opportunities and training to get the most from observing and supporting colleagues in their subject areas. The use of data to chart pupils' academic progress is very effective and teachers use the information well to match the tasks they set to the different ability levels in their classes. Self-evaluation is accurate and ensures that the school's plans are appropriate to make further improvement. The governing body plays a valuable part in the evaluation and planning processes.

What does the school need to do to improve further?

- Improve writing skills across the school by:
 - giving pupils more opportunities to practise their writing in subjects across the curriculum
 - ensuring that teachers' marking of writing gives pupils clear targets and details the next steps they need to take to improve further
 - extending the work the school does in reading to encourage more home support to practise writing.

- Develop the role of middle managers so that they are better equipped to monitor and support colleagues in the teaching of their subjects.

Main Report

Achievement of children

Pupils make good progress resulting in above-average attainment in English and mathematics by the end of Key Stage 2. Standards are higher in mathematics because pupils' lower levels of writing skills detract from the overall English performance. Inspectors observed almost all the pupils making good progress in lessons. Pupils were seen developing good levels of understanding, knowledge and skills across a range of subjects. Children in the Early Years Foundation Stage achieve well so that personal and social skills are improved significantly and their communication, language and literacy skills are enhanced. This ensures a good start to Year 1 as these early good achievements are built on successfully to produce a broadly average profile of attainment by the end of Year 2. Pupils make significant progress in developing their reading skills because of the good-quality early work in reading undertaken in the school and built on progressively as pupils move through Key Stages 1 and 2. Reading standards are broadly average by the end of Key Stage 1 and above average at the end of Key Stage 2. Writing skills levels are lower because pupils do not have the enough carefully planned opportunities to practise writing skills in different areas of the curriculum. In addition, the school does not capitalise enough on its good relationships with parents and carers to reinforce writing skills in the home in the same way that it does with reading. Pupils are not as familiar with their targets in writing as in reading and mathematics.

Assessment information is collected systematically and used well to ensure all pupils are challenged appropriately. Pupils with special educational needs and those with disabilities achieve as well as their classmates because of effectively targeted support, particularly by teaching assistants. The school has enjoyed a good measure of success in identifying any gaps in attainment and achievement among different groups of pupils and in closing those gaps. The overwhelming majority of parents and carers agree that their children make good progress and that they are helped to develop basic skills, with any particular needs being met. The comment of one parent/carer typifies the views of the large majority: 'We are very happy with the academic and social development of our children. Whenever we have had concerns they have been dealt with quickly and effectively.'

Quality of teaching

The quality of teaching is good. Pupils benefit particularly from teachers' high expectations of their behaviour and attitudes to learning. The vast majority of parents and carers who responded to the inspection questionnaire agreed that their children were taught well, a view matched by the inspection findings. Teachers plan carefully and use assessment data well to ensure that pupils with different needs and abilities are provided with levels of work that match their needs closely. As a result, all different groups enjoy their lessons, participate fully and achieve well. Information and communication technology is used effectively by teachers and pupils in lessons. This engages pupils and capitalises on their interest in new technology. Pupils from the Nursery to Year 6 use computers in the classroom to help them to become better learners. Teachers use questioning very effectively to include all pupils, assess their understanding and to target areas where any initial confusion needs to be cleared up. Pupils are encouraged to listen carefully to each other and to speak their answers clearly so that all benefit from the process. Teachers ensure that the materials produced to help learning are interesting and appropriate to the pupils' different needs. Most lessons are characterised by good pace and little time is lost to routines and class management. Staff's good subject knowledge helps them to plan activities that engage pupils. In a Key Stage 2 assembly, a moral lesson struck home as pupils were led to see that, once hurtful words are uttered, it is very difficult to 'put them back', just as in the practical demonstration where toothpaste squeezed out of the tube could not be put back. Learning targets are used well to help pupils stay on track and most know their own targets and can point to the progress they are making. However, there are some inconsistencies in marking, particularly about writing, that leave pupils less sure of what it is they need to do to improve.

Behaviour and safety of children

A strong feature of the school is the consistent approach taken by all staff to ensure good behaviour. Pupils who exhibit challenging behaviour as part of their learning difficulties make outstanding progress in managing their behaviour. As a result, pupils feel secure in school and learning is rarely interrupted by inappropriate behaviour in classrooms. Pupils play well together at break times. During the inspection, all groups of pupils said that they felt safe in the school and bullying was not an issue. Most pupils who responded to the inspection questionnaire agreed that behaviour is good and the vast majority of parents and carers who replied to the inspection questionnaire and those who talked to the inspectors felt that there was a good standard of behaviour at the school and that pupils felt safe. The curriculum deals well with helping pupils to identify areas and situations where there is potential for danger to their well-being; for example, they are taught to adopt safe practices on the internet. Exclusions, either permanent or fixed term, are rare. Inspectors observed many examples where pupils' good behaviour was a positive force in their learning. They show enthusiasm, politeness, consideration for others and, on occasion, patience when waiting to make a contribution. When asked to work on their own or in groups, pupils can be relied upon to maintain their efforts outside the immediate sphere of influence of the teacher, so developing their independent learning skills.

Leadership and management

The impact of the school leaders is good and ensures that staff morale is high and all work together as an effective team. The leadership duties within the school are distributed well and teachers new to post are increasingly effective in measuring their impact on pupils' achievement. The headteacher has been very successful in creating an inclusive atmosphere where all children thrive. She is prominent in her presence around the school, before, during and after school. This ensures that all staff, pupils, parents and carers have easy access to ask for advice or give their opinions. The curriculum is good and meets the varying needs of all pupils well. There is an appropriate focus on improving pupils' spiritual, moral, social and cultural development, which ensures that provision is good and has a positive impact on pupils. Good partnerships have been established in the local area and further afield to help pupils understand their place in the wider society and their duties and responsibilities to themselves and others. Morning assemblies are particularly effective in reinforcing these messages. The school is careful to ensure that all pupils have equal access to all the opportunities offered and no discrimination is tolerated. The school's approach to generating positive partnerships is reflected in the overwhelming support of parents and carers who were interviewed and those who returned questionnaires.

Assessment procedures are good. The use of data to assess pupils' progress is a strength. As a result, individual pupil targets and whole-school improvement targets are realistic and challenging. Any pupils in danger of underachieving are identified quickly and effective interventions set in place to tackle the problem. Professional development of staff is effective and benefits learning because staff are kept up to date. Middle leaders are dedicated to their roles and they are currently developing their expertise in monitoring and evaluating aspects of the school's performance. Currently, the headteacher and her deputy headteacher fulfil this role and to good effect. Leaders and the governing body make sure that safeguarding arrangements are comprehensive and ensure the safety and well-being of pupils and staff. The school's successful track record in recent years, coupled with an accurate self-evaluation show the capacity for improvement is good.

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 children's needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its children well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its children.
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 children. Ofsted inspectors will make further visits until it improves.

Overall effectiveness of schools

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	46	46	8	0
Primary schools	8	47	40	5
Secondary schools	14	38	40	8
Special schools	28	48	20	4
Pupil referral units	15	50	29	5
All schools	11	46	38	6

New school inspection arrangements have been introduced from 1 January 2012. This means that inspectors make judgements that were not made previously.

The data in the table above are for the period 1 September 2010 to 31 August 2011 and represent judgements that were made under the school inspection arrangements that were introduced on 1 September 2009. These data are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.co.uk).

The sample of schools inspected during 2010/11 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

Primary schools include primary academy converters. Secondary schools include secondary academy converters, sponsor-led academies and city technology colleges. Special schools include special academy converters and non-maintained special schools.

Percentages are rounded and do not always add exactly to 100.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning and development taking account of their attainment.
Attainment:	the standard of the child's work shown by test and examination results and in lessons.
Attendance	the regular attendance of pupils at school and in lessons, taking into account the school's efforts to encourage good attendance.
Behaviour	how well pupils behave in lessons, with emphasis on their attitude to learning. Pupils' punctuality to lessons and their conduct around the school.
Capacity to improve:	the proven ability of the school to continue improving based on its self-evaluation and 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 governors and headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well children acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school.
Progress:	the rate at which children are learning in lessons and over longer periods of time. It is often measured by comparing the children's attainment at the end of a key stage with their attainment when they started.
Safety	how safe pupils are in school, including in lessons; and their understanding of risks. Pupils' freedom from bullying and harassment. How well the school promotes safety, for example e-learning.

This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.



18 January 2012

Dear Pupils

Inspection of Bradley Green Community Primary School, Hyde, SK14 4NA

Thank you for your warm and friendly welcome when my colleague and I inspected your school recently. Please thank your parents and carers for their letters and for taking the time to talk to us. We found that yours is a good school. You, obviously, enjoy coming to school and this shows in your high levels of attendance and in your good behaviour. We like the way you take responsibility and how helpful older pupils are towards younger children. We are impressed by the way your school helps you in learning about the lives of people in other countries and your African singing was truly impressive. We enjoyed watching and listening to you in your lessons, reading your work and talking to you. The good care you receive and the progress you make means that you develop into mature young people ready for the next stage in your education.

The teaching you receive is good and your headteacher leads the school well. This means you achieve well and the standards you reach by the end of Year 6 are above average. You were very positive in your questionnaire responses about your teachers, how much you learn and how you feel that the school helps you to do well. To make things even better, we have asked your headteacher and teachers to improve your writing skills further so they match your levels of reading. We have also asked that some teachers who take responsibility for different subjects are helped to be more involved in ensuring you all make as much progress as you possibly can. You can help by continuing to work hard.

We hope you continue to enjoy school and we wish you well for the future.

Yours sincerely

Bernard Jones
Lead inspector (on behalf of the inspection team)

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