

Bredbury Green Primary School

Inspection report

Unique Reference Number	106095
Local authority	Stockport
Inspection number	377350
Inspection dates	23–24 February 2012
Lead inspector	John Dunne

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	321
Appropriate authority	The governing body
Chair	Alf Clark
Headteacher	Kath Buckley
Date of previous school inspection	25 October 2006
School address	Clapgate Romiley Stockport SK6 3DG
Telephone number	0161 4303078
Fax number	0161 4068285
Email address	headteacher@bredburygreen.stockport.sch.uk



You can use Parent View to give Ofsted your opinion on your child's school. Ofsted will use the information parents and carers provide when deciding which schools to inspect and when.

You can also use Parent View to find out what other parents and carers think about schools in England. You can visit www.parentview.ofsted.gov.uk, or look for the link on the main Ofsted website: www.ofsted.gov.uk

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 Support Service (Cafcass), schools, colleges, initial teacher training, work-based learning and skills training, adult and community learning, and education and training in prisons and other secure establishments. It assesses council children's services, and inspects services for looked after children, safeguarding and child protection.

Further copies of this report are obtainable from the school. Under the Education Act 2005, the school must provide a copy of this report free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

If you would like a copy of this document in a different format, such as large print or Braille, please telephone 0300 123 4234, or email enquiries@ofsted.gov.uk

You may copy all or parts of this document for non-commercial purposes, as long as you give details of the source and date of publication and do not alter the information in any way.

To receive regular email alerts about new publications, including survey reports and school inspection reports, please visit our website and go to 'Subscribe'.

Piccadilly Gate
Store Street
Manchester M1 2WD

T: 0300 123 4234
Textphone: 0161 618 8524
enquiries@ofsted.gov.uk
www.ofsted.gov.uk



© Crown copyright 2012

Introduction

Inspection team

John Dunne
Doreen Davenport
Carol Machell

Additional inspector
Additional inspector
Additional inspector

This inspection was carried out with two days' notice. The inspectors observed 22 lessons taught by 13 teachers. Meetings were held with parents and carers, senior staff, pupils and members of the governing body. The inspectors observed the school's work, listened to pupils read and looked at a number of documents, including the school development plan, data provided by the school about pupils' progress, information relating to safeguarding and minutes of the governing body. Also, they analysed 98 parents' and carers' questionnaires and others completed by pupils and staff. Inspectors took account of responses to the on-line questionnaire (Parent View) in planning the inspection.

Information about the school

This school is larger than the average-sized primary school. The proportion of pupils known to be eligible for free school meals is more than twice the national average. Most pupils attending the school are of White British heritage and the proportion who speak English as an additional language, including those at an early stage of acquiring English, is well below average. The proportion of disabled pupils and those with special educational needs is higher than average and increasing. There is much greater movement into and out of the school than is seen in most schools. There are a few pupils looked after by the local authority. Within the nursery there is resourced-based provision for children with physical disabilities and profound learning difficulties.

The school has numerous awards, including Artsmark Gold, the Activemark, Healthy School status and International School Award. The school meets the current government floor standard.

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	1
Achievement of pupils	1
Quality of teaching	1
Behaviour and safety of pupils	1
Leadership and management	1

Key Findings

- This is an outstanding school where all pupils flourish both academically and personally. The school’s success is founded upon high-quality teaching and inspiring learning activities providing a highly-purposeful environment where pupils thoroughly enjoy learning.
- Achievement is outstanding. Pupils achieve exceptionally well from their very low starting points so that by the end of Key Stage 2 their attainment is above average in English and mathematics and has risen significantly since 2009. Exceptional provision for those pupils who have barriers to learning, disabled pupils and those who have special educational needs enables them to achieve outstandingly well.
- Teaching is outstanding. Teachers use a wide range of teaching styles, which successfully enthuse and motivate pupils. Teaching is typified by teachers’ high expectations, brisk pace, challenging questioning and informative marking, which extend pupils’ understanding. Assessment in Reception does not always fully identify the next steps which children will need to accelerate their learning.
- Pupils, parents and carers overwhelmingly acknowledge the outstanding behaviour and excellent arrangements for keeping pupils safe. Pupils’ exemplary attitudes to learning and conduct, within lessons and around school, are due to the climate of trust and support the school has created and because pupils find lessons and playground activities so interesting.
- Exemplary systems for monitoring teaching and learning and tracking pupils’ progress underpin excellent self-evaluation, ensuring that the right priorities are targeted. The curriculum is focused securely on the development of pupils’ basic skills and enriched by the exceptionally wide range of extra-curricular activities, partnerships and opportunities for local, national and international community engagement. Consequently, this outstanding curriculum contributes extremely well to pupils’ outstanding spiritual, moral, social and cultural development.

What does the school need to do to improve further?

- Build upon the already highly-effective practice in the Reception classes by ensuring that children's assessments and learning journals are more evaluative, by identifying the next steps in learning, in order to enable children to make even more rapid progress.

Main Report

Achievement of pupils

When children enter the Early Years Foundation Stage, their skills are well below what is expected for their age in all areas. Their progress in the nursery is outstanding. Children make good progress in the Reception classes in most areas but exceptional progress in their communication skills due to the highly-effective teaching of speaking, listening and writing.

Pupils' work, data provided by the school and lessons observed provide secure evidence that progress in Key Stages 1 and 2 is outstanding. In mathematics pupils have to explain how they arrive at solutions to questions, getting the right answer isn't enough. This enables many to achieve the high levels of attainment as it deepens their understanding of the mathematical processes and enables them to apply their understanding when they encounter unfamiliar problems. Observations by inspectors clearly showed that attainment in reading by the end of Year 2 and Year 6 is above average and is improving strongly due to the outstanding teaching of phonics (letters and the sounds they make). In these phonics lessons, pupils made rapid gains as learning moved with pace, because teachers used a wide range of stimulating resources.

From their well below average starting points, pupils' overall attainment by the time they leave Year 6 is above average. Disabled pupils and those with special educational needs, including those within the resourced-based provision, also make outstanding progress. This is because teachers are highly skilful in adapting work so pupils of all abilities have activities of appropriate challenge. Pupils joining the school part way through their education, those known to be eligible for free school meals and looked after children are tracked and monitored closely and, as a result also make outstanding progress. These rigorous approaches to tracking progress have also enabled the school to be particularly successful in raising the attainment of the most-able pupils and the proportion achieving the highest level in 2011 Key Stage 2 tests was significantly above average in English and mathematics. The overwhelming majority of parents and carers believe that their children are making excellent progress, which matches the inspection evidence.

Quality of teaching

The school provides consistently high-quality teaching, which brings about outstanding levels of achievement. In the Nursery, outstanding teaching and children's excellent personalised learning plans accurately identify how the next stages of learning can be used to accelerate progress. The school has identified how it can continue this highly-effective practice from Nursery into Reception, where assessments are not as strong. In more than half of the lessons seen during the inspection, teaching was outstanding and never less than

good. This is a result of rigorous monitoring and very effective professional development for teachers and teaching assistants based on sharply focused identification of priorities. Teaching is characterised by very clear learning objectives, high expectations and imaginative and stimulating lessons that fire pupils' enthusiasm. Planning often focuses on solving problems, which can be based on real-life situations. This ensures that learning is systematic, real and engaging. Regular tracking of pupils' progress and discussions with senior leaders help teachers to have an accurate and detailed understanding of pupils' needs so that work is matched very well to each individual's needs. Other adults in the classroom work very closely with teachers, ensuring that they are fully involved in helping pupils to make the very best progress. All of the parents and carers who responded to the questionnaire are very happy with the way their children are taught which closely matches inspection evidence.

Teachers develop pupils' basic skills very well across a range of subjects. For example, during an outstanding science lesson, pupils were developing extensive vocabulary skills in building a word bank. The curriculum is imaginatively planned and at times inspirational and as a result, pupils' enjoyment of lessons is considerable. On one occasion when the teacher explained that pupils were going to move to their topic work, their response was, 'Oh yes!' In an outstanding English lesson, the use of a visiting author created great excitement and was highly effective in motivating pupils to construct complex sentences which they used to question the visitor. A strong feature of teaching in the resourced-based provision is the way adults encourage children to be independent in tasks, for example, putting on their wellington boots and clothing and this contributes effectively to their physical development. The way lessons exploit pupils' curiosity and the teaching of the arts, and in particular music, strongly promotes pupils' spiritual, moral, social and cultural development.

Behaviour and safety of pupils

Learning experiences are so engaging that inappropriate behaviour in lessons rarely happens. Pupils say, 'these are the best teachers, kind, reasonable and fair.' Pupils also say that they feel very safe and greatly enjoy school. Almost all of the parents and carers agree, and inspection confirms this view. Pupils have an excellent understanding of how to stay safe including how to keep safe when using new technologies. Pupils with emotional and behavioural needs are managed extremely well and supported sensitively. One parent said 'My child has complex needs and I transferred here. I cannot speak highly enough of what the school has done and they give so much support – this school is amazing'. This was typical of other written comments received.

The way in which pupils from many social backgrounds interact harmoniously is a strength of the school and provides a secure climate for learning. There is little evidence of bullying, and parents, carers and pupils express confidence in the school's systems for dealing with such occurrences should they arise. Pupils are well-informed about different types of bullying that they may encounter. Pupils show great consideration and respect for others and greet visitors in a very polite and friendly manner, reflecting the way they are treated with care and respect by staff. They make an exceptional contribution to their own learning and to the school and wider community. Many of the school council's perceptive suggestions as to how the school environment could be improved have been implemented. For example, lunch time supervision now provides many more engaging activities to occupy pupils more purposefully. The learning mentor provides considerable and effective support for many pupils and their families and this has a positive effect in removing barriers to learning and as a result, attendance has risen significantly and is currently above average.

Leadership and management

Attainment in Key Stages 1 and 2 has risen sharply since 2009 due to strong leadership with a relentless drive to improve teaching. Leaders and managers are clear that improvements in reading, writing and comprehension are a major factor in securing higher attainment. They have shown vision in investing in high quality training for teachers and teaching assistants in how to teach phonics. As a result, they have established a highly effective phonics programme. The governing body has a very clear understanding of what the school needs to do to drive up standards. Governors have been resolute in their determination to appoint the best quality teachers available and this is one of the reasons why the quality of teaching is outstanding. The school has developed sophisticated systems for monitoring the progress of every individual and group and has highly effective strategies for tackling any identified underachievement to bring pupils back on track.

The provision in the resource base for children with complex needs is exemplary and promotes the development of children's independence outstandingly well. A multitude of enrichment and community-based activities and themed weeks complement the main curriculum which is carefully matched to the needs of all. Strong links with a multicultural school give pupils opportunities to engage with cultures not represented locally. Inspectors visited a memorable band rehearsal where large numbers of pupils playing a huge range of instruments displayed high quality musicianship. Such provision not only represents an outstanding curriculum but also strongly promotes the pupils' spiritual, moral, social and cultural development.

The effectiveness of the school's systems for promoting equality and tackling discrimination is evident in the excellent relationships and the way all groups achieve equally well. The school has been particularly successful in improving the attainment of the large majority of pupils known to be eligible for free school meals and looked after children, and in 2011 the attainment gap for these pupils was significantly lower than seen nationally. This is largely a result of the school's rigorous monitoring of the progress of every individual and the successful strategies used to remedy any identified underachievement. Pupils with profound learning and physical disabilities and those from diverse social groups mix to form a harmonious community. The governing body and staff ensure that safeguarding procedures meet statutory requirements and ensure that the school is a safe place for everyone. The impact of leaders and managers at all levels as seen in outstanding provision and outcomes demonstrates the excellent capacity for further improvement.

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 pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
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 pupils. 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.gov.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 pupils' work shown by test and examination results and in lessons.
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 pupils 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 pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' 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.



27 February 2012

Dear Pupils

Inspection of Bredbury Green Primary School, Stockport, SK6 3DG

The team would like to thank you for helping during the inspection. You made us very welcome, were always very polite and told us of the many things that you enjoy at school. We were extremely impressed by your excellent behaviour and the way you care for each other and were glad to hear that you feel very safe in school. We enjoyed talking with you and listening to you read so well. Your parents and carers are very pleased with the school.

We found that Bredbury Green is an outstanding school. You have excellent school leaders and managers and benefit from outstanding teaching. You told us how much you enjoy your lessons, especially all the exciting curriculum topics and the many extra activities teachers put on for you. We were particularly impressed by your wonderful singing and how many of you play such a wide range of instruments and play them so well.

To help to make the school even better, we have asked leaders and managers to check up on the progress of children in Reception more often so that everyone is clear as to how you can learn more quickly.

Remember, always do your best and be on your best behaviour to help your teachers.

Yours sincerely

John Dunne
Lead Inspector

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'Complaining about inspections', which is available from Ofsted's website: www.ofsted.gov.uk. If you would like Ofsted to send you a copy of the guidance, please telephone **0300 123 4234**, or email enquiries@ofsted.gov.uk.