

Bradwell Junior School

Inspection report

Unique Reference Number	112512
Local Authority	Derbyshire
Inspection number	357118
Inspection dates	16–17 March 2011
Reporting inspector	Terry McDermott

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number of pupils on the school roll	49
Appropriate authority	The governing body
Chair	Melanie Kanarek
Headteacher	Kim Attwood
Date of previous school inspection	11 September 2007
School address	Hugh Lane Bradwell, Hope Valley S33 9JB
Telephone number	01433 620473
Fax number	01433 620473
Email address	info@bradwell-jun.derbyshire.sch.uk

Age group	7–11
Inspection dates	16–17 March 2011
Inspection number	357118

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 educational purposes, as long as you give details of the source and date of publication and do not alter the documentation 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'.

Royal Exchange Buildings
St Ann's Square
Manchester
M2 7LA

T: 0300 123 4234

Textphone: 0161 618 8524

E: enquiries@ofsted.gov.uk

W: www.ofsted.gov.uk

© Crown copyright 2011

Introduction

This inspection was carried out by two additional inspectors. The inspectors visited 10 lessons, observing four teachers, most of whom were seen three times. They held meetings with groups of pupils, staff, parents, and members of the governing body. They observed the school's work, and looked at its methods for tracking pupils' progress, at a range of school documents, including its policies, minutes of governing body meetings, monitoring records, an extensive sample of pupils' work, and reports from the School Improvement Partner. Forty responses from parents or carers to the Ofsted questionnaire were received and considered, along with questionnaires completed by staff and pupils.

The inspection team reviewed many aspects of the school's work. It looked in detail at a number of key areas.

- Inspectors examined the reasons behind the decreasing rate of pupils' progress in recent years, and checked if the school had taken action to stop the decline.
- They checked the validity of the school's self-evaluation of the quality of teaching, and measured its effectiveness in inspiring learning.
- They considered if the school's leaders had the necessary skills and determination to extend the school's strengths and eradicate its weaknesses.

Information about the school

Bradwell is a much smaller than average-sized primary school. Pupils in Years 3 and 4 are taught as a single class. Pupils in Years 5 and 6 are usually taught separately in the mornings, and as a single class during the afternoons. A well below average percentage of pupils are known to be eligible for free school meals. The proportion of pupils from minority ethnic heritages is very low. No pupils are currently identified as having English as an additional language. The proportion of pupils with special educational needs and/or disabilities is above average, though none have a statement of special educational needs. A new headteacher has taken up post since the last inspection although she is presently absent. A mentor headteacher has recently been appointed to work part time supporting the school during the headteacher's absence. The school has experienced significant disruptions to staffing in recent years.

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: how good is the school?

3

The school's capacity for sustained improvement

3

Main findings

This is a satisfactory school. It has strengths in the quality of its procedures for safeguarding pupils, and in its relationships with the parents and carers of its pupils. The apparent slow decline in standards at the end of Year 6 since the last inspection is due to the cumulative effects of staffing and leadership instability in recent years. Current arrangements have helped to halt the decline. The governing body and local authority have appointed temporary part-time leaders to help. Additional supply staff permits the separation of Years 5 and 6 for morning sessions.

Pupils' achievement is satisfactory. Children join the school in Year 3 with attainment that is variable but broadly in line with expectations for their age. By the end of Year 6, standards in English and mathematics are broadly average. With an average of twelve pupils in a year group, the impact of one or two joining or leaving during the school year can be statistically large. Inspection evidence shows that though some pupils are learning well and making good progress, the learning of others is satisfactory. It is impeded by inconsistencies in the quality of teaching and this can be magnified in mixed-age classes. Nonetheless, no group of pupils underachieves including those with special educational needs and/or disabilities, and those with gifts and talents.

Teaching is satisfactory overall. It is at its best when teachers encourage pupils to work independently. It is least effective when they talk for extended periods, causing pupils merely to sit and listen, instead of actively finding things out for themselves. Reliable and regular checks on what pupils know and can do give an accurate picture of what pupils' know and can do, but this information is not always used by teachers to set work in lessons which fully meets pupils' learning needs. Pupils told inspectors that the work they are set is 'sometimes a bit easy'. As a result, pupils' progress is slower than it might be.

The reorganisation of the curriculum into themes is beginning to provide pupils with opportunities to apply what they have already learned across a range of subjects. This practice is not common across the school because expansion and development have been slowed during the absence of the headteacher.

Pupils and their families are well known to staff. The links between home and school are strong, and this is recognised by parents and carers. Support for pupils whose circumstances make them vulnerable is good, but it is neither arranged nor evaluated systematically.

Self-evaluation is accurate because the headteacher and governing body now measure the school's effectiveness objectively against the learning outcomes pupils reach. This provides a good starting point for improvement. However, the plans for bringing about improvement lack clarity, and uncertainties in staffing, and inconsistencies in teaching still

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

remain. The school, therefore, has only satisfactory capacity to secure further improvements.

Up to 40% of the schools whose overall effectiveness is judged satisfactory may receive a monitoring visit by an Ofsted inspector before their next section 5 inspection.

What does the school need to do to improve further?

- Improve the consistency and quality of teaching and learning by:
 - using information about pupils' prior attainment more thoroughly to set work which challenges pupils of all abilities
 - spending less time explaining what pupils are going to do, and giving them more time and opportunity to work things out for themselves.
- Improve the effectiveness of leadership at all levels, and accelerate the drive for improvement by making plans for improvement which include fewer but more specific and measurable targets.

Outcomes for individuals and groups of pupils

3

Learning seen in lessons is satisfactory, though it can sometimes be better than this. Pupils respond quickly to guidance or instruction from the teacher. They listen carefully to each other's views and opinions. Their attitudes to learning are good. Particularly good learning was seen in a whole-school personal, social and health education lesson when pupils of all ages were inspired to consider the plight of the Japanese people following the earthquake and tsunami. After a very brief introduction, their individual and group responses to images alone showed what can be achieved when expectations and challenge are high enough.

The school's reliable tracking system shows that from their widely variable starting points, pupils make satisfactory progress overall to leave Year 6 with broadly average attainment. All groups of pupils, including those with special educational needs and/or disabilities, and the few pupils of minority ethnic heritage, achieve satisfactorily because of the support they receive from skilful and experienced teaching assistants. This ensures that they are able to take a full and active part in everything the school has to offer. There is very little difference in the progress being made by girls or boys.

Pupils are well behaved, and work sensibly when not directly supervised. Attendance is above average, and pupils say they enjoy coming to school because 'Bradwell is such a friendly place'. They are quite certain there is no bullying, but they are well aware of what to do should it occur. They can explain why they feel safe in school and are aware of the dangers they may face outside school. They have a good understanding of how to lead healthy lives and the younger pupils can explain the beneficial effects of exercise on the body.

Pupils are proud of their school and are keen to take up positions of responsibility, for instance as school councillors. Their involvement in activities beyond the local region is limited, though their understanding of the different cultures they are likely to meet within the United Kingdom and across the globe is growing. When they leave at the end of Year 6, they are sensible, well-mannered and well-balanced young citizens with broadly

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

average attainment. This means that they are satisfactorily prepared for the next stage of their education and their lives.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	3
Taking into account: Pupils' attainment ¹	3
The quality of pupils' learning and their progress	3
The quality of learning for pupils with special educational needs and/or disabilities and their progress	3
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being	3
Taking into account: Pupils' attendance ¹	2
The extent of pupils' spiritual, moral, social and cultural development	3

¹ The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low

How effective is the provision?

All lessons are calm and well ordered, because of the good relationships between pupils and adults. In the best lessons, pupils engage promptly with a range of different tasks which meet their individual learning needs well. These tasks encourage pupils to think for themselves, and result in learning which is good or even better. However, in other lessons, learning is often not as fast as it might be through a combination of less than effective planning, and extended explanations. Together, these factors reduce the time pupils have for first-hand investigation, problem solving and experimentation.

The curriculum is currently being modified to encourage more practical hands-on work, and to link subjects together. The intention is to allow pupils to practise the skills they have learned in one subject by applying them in themed work across several other subjects. This way of working is not fully established through the school and so its full impact is not evident. There is good provision for ensuring that aspects of pupils' personal development, such as their knowledge of how to lead healthy lifestyles, is strong.

The school knows the pupils and their families well. This allows adults to quickly identify and address any personal issues which might arise. The school seeks additional

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

professional support and advice when the need arises. Arrangements for supporting pupils whose circumstances make them most vulnerable are positive and effective, and recognised as such by parents and carers. However, the success or otherwise of these arrangements is not measured systematically. Transitions are well managed and ensure that pupils transfer from one class to another and on to secondary education with the minimum of fuss.

These are the grades for the quality of provision

The quality of teaching	3
Taking into account: The use of assessment to support learning	3
The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	3
The effectiveness of care, guidance and support	2

How effective are leadership and management?

This is a calm, harmonious and happy school. Work with the school's professional partners is beginning to increase support for leadership roles during the absence of the headteacher. Adults share a desire to do their best for the pupils and there is a positive team spirit. Although the drive for improvement has slowed recently, self-evaluation is accurate and realistic. The monitoring and evaluation of the quality of teaching is accurate, but lacks clear feedback to teachers on how to improve. The effectiveness of school development planning is diluted by the inclusion of too many imprecise actions.

That governance is currently satisfactory is due in the main to the inexperience of the new governing body, but the members know the strengths and weaknesses of the school. They give generously of their time, and are making increasingly effective use of their different professional skills. Their inexperience has limited their ability to hold the school to account for its performance, but this is changing. Safeguarding procedures are fully understood and carried out well. The school exceeds current requirements by actively seeking the views of parents and carers and pupils in identifying what might need to be improved, and then acting vigorously on that information. Pupils' best interests are paramount in the work of the school. The school's engagement with parents and carers is good, and they strongly express their appreciation for its work.

The staff work diligently to ensure that all forms of inequality or bias are rigorously addressed, even though direct exposure to, and experience of, different cultures are limited by the geographical location of the school. All pupils have an equal opportunity to make satisfactory progress. The school makes satisfactory provision for community cohesion. Whilst the school itself is a harmonious community and it promotes cohesion well in the local area, the school recognises the national and global dimensions are less well developed, and actions to strengthen this aspect have already begun. The school gives satisfactory value for money.

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

These are the grades for leadership and management

The effectiveness of leadership and management in embedding ambition and driving improvement	3
Taking into account: The leadership and management of teaching and learning	3
The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met	3
The effectiveness of the school's engagement with parents and carers	2
The effectiveness of partnerships in promoting learning and well-being	3
The effectiveness with which the school promotes equality of opportunity and tackles discrimination	3
The effectiveness of safeguarding procedures	2
The effectiveness with which the school promotes community cohesion	2
The effectiveness with which the school deploys resources to achieve value for money	3

Views of parents and carers

About 90% of parents and carers responded to the Ofsted questionnaire. This is much greater than the usual proportion. They were very strongly positive in support of the school. A small minority expressed concerns about how well the school deals with unacceptable behaviour, but inspectors explored this and saw only good behaviour. Pupils did not feel that their learning is slowed by poor behaviour. A similarly small proportion felt that their child was not well prepared for the future. Inspectors found that in general, pupils were satisfactorily prepared for their futures.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradwell Junior School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school. The inspection team received 40 completed questionnaires by the end of the on-site inspection. In total, there are 49 pupils registered at the school.

Statements	Strongly agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	26	65	14	35	0	0	0	0
The school keeps my child safe	27	68	12	30	0	0	1	3
My school informs me about my child's progress	17	43	21	53	0	0	0	0
My child is making enough progress at this school	18	45	20	50	0	0	0	0
The teaching is good at this school	24	60	16	40	0	0	0	0
The school helps me to support my child's learning	18	45	20	50	0	0	0	0
The school helps my child to have a healthy lifestyle	20	50	17	43	0	0	1	3
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	14	35	21	53	2	5	0	0
The school meets my child's particular needs	20	50	18	45	1	3	0	0
The school deals effectively with unacceptable behaviour	16	40	19	48	2	5	0	0
The school takes account of my suggestions and concerns	17	43	20	50	0	0	1	3
The school is led and managed effectively	23	58	15	38	1	3	0	0
Overall, I am happy with my child's experience at this school	24	60	14	35	1	3	0	0

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

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	59	35	3	3
Primary schools	9	44	39	7
Secondary schools	13	36	41	11
Sixth forms	15	39	43	3
Special schools	35	43	17	5
Pupil referral units	21	42	29	9
All schools	13	43	37	8

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above are for the period 1 September 2009 to 31 August 2010 and are consistent with the latest published official statistics about maintained school inspection outcomes (see www.ofsted.gov.uk).

The sample of schools inspected during 2009/10 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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

Sixth form figures reflect the judgements made for the overall effectiveness of the sixth form in secondary schools, special schools and pupil referral units.

Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on 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 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:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.

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 March 2011

Dear Pupils

Inspection of Bradwell Junior School, Hope Valley, S33 9JB

Thank you for making us so welcome when we inspected your school recently. We were impressed with the way you all get on so well together, and with your good attitudes to learning in class.

We found that Bradwell is a satisfactory school, because it is helping you to make satisfactory progress. Adults in the school are very committed to making sure that you are safe and well looked after.

We found that the school could do some things better, which would help you learn new things more quickly than you presently do. We have asked the teachers, and those who lead the school, to do the following:

- to make sure that the work they set for you in lessons is not too easy (because some of you told us that it sometimes is)
- to spend less time describing what you are going to be doing, and give you more time and opportunities to work things out for yourselves
- when adults are planning how to help the school to improve, to plan only a few actions that will make a difference to your learning, and which are easy to check on
- to make sure that someone (like your headteacher) is always available to help the school to continue to get better.

Please continue to be the polite and sensible young people you already are, and do let your teachers know, very quietly and politely of course, if the work they set is too easy, just like you told us.

May I give you all my best wishes for the future.

Yours sincerely

Terry McDermott

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.