

New Bradwell School

Inspection report

Unique reference number	110245
Local authority	Milton Keynes
Inspection number	378067
Inspection dates	22–23 May 2012
Lead inspector	Jacqueline Marshall

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	400
Appropriate authority	The governing body
Chair	Ian Franklin
Headteacher	Phil Webster
Date of previous school inspection	25–26 September 2008
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Age group	3–11
Inspection date(s)	22–23 May 2012
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Introduction

Inspection team

Jacqueline Marshall

Additional inspector

Alan Jones

Additional inspector

Graeme Burgess

Additional inspector

This inspection was carried out with two days' notice. The inspectors observed teaching and learning in 30 lessons and part lessons, taught by 18 teachers, amounting to approximately 10½ hours in total. For approximately a third of the observations, inspectors were accompanied by the headteacher. Some teaching assistants were also observed at work with pupils. Inspectors held meetings with groups of pupils, staff, school leaders and representatives of the governing body. The inspectors took account of the responses to the on-line questionnaire (Parent View) in planning the inspection, observed the school's work and looked at the school's policies, including those relating to safeguarding, data on pupils' progress, attendance figures and development planning. They scrutinised pupils' work and evaluated 126 questionnaires received from parents and carers.

Information about the school

This is a larger-than-average-sized primary school. The pupils come from predominantly White British as well as from a range of minority ethnic backgrounds. An average, but increasing, proportion of pupils speak English as an additional language. The proportion of disabled pupils and those with special educational needs supported by school action plus or with a statement of special educational needs is above average. The school has additionally resourced provision for 12 pupils with autistic spectrum disorder and social communication difficulties. The proportion of pupils known to be eligible for free school meals is above average. An above-average proportion of pupils join or leave the school at other than the normal times for transfer. The majority of these pupils join at the beginning of Year 3 from local infant schools. The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.

Children in the Reception and Nursery classes are taught together. Almost all children in the Reception classes have attended the Nursery. There is a children's centre based on site which has been inspected separately.

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. The strong vision of the headteacher, staff and governors and their ambition to excel are very successfully translated into provision that ensures that pupils make outstanding progress.
- From starting points that are generally well below those expected for their age, all groups of pupils make outstanding progress. As a result, by the end of Year 6, their attainment is above average. Pupils are extremely enthusiastic about all the school has to offer and are very keen to learn. They have been successfully taught personal skills, such as the need to persevere when activities are challenging, that set them firmly on the path to success in later life.
- As a result of the school’s particularly effective focus on children’s spiritual, moral, social and cultural development, pupils’ ability to consider others, and to be thoughtful and compassionate is extremely well developed. This results in outstanding behaviour.
- Teachers hold high expectations of both their pupils and of themselves. They plan lessons that are both demanding and interesting. This combination very successfully promotes effort, pride in success and a love of learning. Whilst all work is marked effectively, pupils’ involvement in determining the next steps in their learning and taking responsibility for making improvements is less well developed. A broad and creative curriculum underpins pupils’ success in English and mathematics and in a wider range of subjects.
- Outstanding leadership and management, including the management of performance, have created a school that is both reflective and forward looking. Very rigorous checking of the quality and impact of teaching constantly seeks out ways in which pupils’ achievement can be maximised. As a result, since the previous inspection, teaching overall has improved from satisfactory to outstanding with consequent increases in pupils’ progress.

What does the school need to do to improve further?

- Accelerate progress across the school by involving pupils more fully in assessing their own work, so they always understand exactly what they need to do to

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improve its quality, and are able to reflect and act on teachers' comments.

Main report

Achievement of pupils

Children respond with remarkable enthusiasm to interesting and engaging tasks that are extremely well matched to their abilities. They talk eagerly about what they have learnt and about what strategies they might need to solve problems. For example, Year 6 pupils investigating probability discussed how this might affect their own lives, including the chances of winning the lottery, of correctly predicting the weather and even of an inspector visiting their lesson. They successfully considered and placed statements on a probability scale using appropriate subject-specific language to explain their reasoning. More able pupils were further challenged and stretched as they devised their own investigation to check the probability of picking a specific playing card from a pack.

Children in both the Nursery and Reception classes achieve particularly well both academically and in their personal and social development. Throughout the school, all groups of pupils make outstanding progress from starting points that are well below expected levels, especially in communication, language and literacy. Consequently, the proportion of pupils achieving the expected levels of attainment in reading, writing and mathematics by the end of Year 6 is significantly above average. This demonstrates the substantial gains pupils, including those eligible for free school meals, have made in narrowing the gap with their peers nationally.

Pupils make very good progress in learning to read and their attainment is above average by the end of Year 2 and Year 6. By Year 1, pupils are able to decode words sufficiently well to enable them to read a simple text because teachers pay careful attention to developing their understanding of phonics (linking letters to the sounds they make). Pupils are very successfully encouraged to read at home as well as at school. As a result, they develop a love for reading, illustrated by one pupil's comment to inspectors, 'I enjoy my book so much, I can't put it down!'

The school ensures that different groups and individuals are particularly well targeted. Pupils, including those at an early stage of learning English as an additional language, and those with speech and language difficulties, make excellent gains in their literacy skills because of the school's strong focus on developing their speaking and listening skills. Pupils who are disabled, those with special educational needs, including those supported through the specialist provision, learn exceptionally well in small groups because the work is very closely matched to their needs and the support staff are highly skilled. Parents and carers overwhelmingly agreed that children make good progress.

Quality of teaching

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Much of the teaching is outstanding and it is never less than good. Teachers plan extremely well to promote children's spiritual, moral, social and cultural development. Highly interesting activities, and very good relationships between staff and pupils, keep the pupils highly focused and support learning particularly well. Pupils are particularly enthusiastic about reading because teachers promote reading very effectively. Teachers regularly use paired work which promotes pupils' speaking and listening skills and their social development very effectively. Lessons are typically very well paced with excellent use of time.

Teachers plan activities that are very frequently practical and collaborative, and which make each lesson distinct and interesting. In a Year 2 literacy lesson, the teacher very effectively used the story *Room on the Broom* to develop pupils' ability to identify and use rhyme. Pupils responded extremely enthusiastically as they read the story from the interactive whiteboard, using different voices for the different characters. They keenly contributed rhyming words as they passed a ball randomly around the class. All pupils were highly attentive and had thought of several words they might contribute as they anticipated the ball being passed to them. This resulted in both very good revision of phonic knowledge and language, and a huge amount of enjoyment. Teachers' extensive subject knowledge enables them to pose questions very effectively and also answer pupils' questions fully. Shared high expectations and strong relationships mean that pupils try hard to do as well as they can. Pupils speak very highly of the way in which they are taught, a view with which the overwhelming majority of parents agree.

Teachers use regular, accurate assessments to set tasks that challenge all groups within their classes. Disabled pupils and those who have special educational needs are very well taught, both in class and in extra support sessions. Teaching assistants make a significant contribution to this highly effective additional support. They also contribute significantly when working with teachers in class. Pupils have challenging targets for each term and teachers ensure that they know what they are learning in each lesson and whether they have achieved their objectives. Opportunities for pupils to gain an even clearer understanding of exactly what they can do to improve their work are more limited.

Behaviour and safety of pupils

The school's high expectations, strong caring ethos and aim to develop pupils as independent learners are key factors in pupils' improving attendance and exemplary behaviour. Throughout the school, staff deploy extremely good strategies to manage behaviour. Parents and carers praise the approach of teaching staff and other adults alike. One parent, whose comment was typical, said, 'My child has grown through the challenges and opportunities given to him by the school and staff.'

Owing to school leaders' very effective promotion of pupils' spiritual, moral, social and cultural development, pupils get on really well together and show considerable support for one another, regardless of age, gender or ethnicity. Opportunities to take responsibility in class, in the playground and as part of the school forum, contribute

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positively to pupils' excellent moral and social development..

Pupils say they feel very safe in school, a view endorsed by their parents and carers. Incidences of bullying, such as name calling and cyber bullying, are rare. Indeed, pupils were keen to tell inspectors it hardly ever happened. They readily explained how they would deal with a range of types of bullying, and who they would turn to for help if they need it. The very large majority of parents and carers responding to the questionnaire commented positively on how the school deals with behaviour. A very small minority believes that their children's learning has been disrupted on occasion. Inspectors found that, while the behaviour of a very small number of pupils is challenging, it is very well managed by staff. Pupils themselves commented on how good the school is at helping pupils to improve their behaviour. One boy in Year 4 explained that when he joined in Year 3 he 'didn't know the rules' but now knows just how to behave and no longer gets into trouble. Pupils agreed that behaviour is typically good.

Leadership and management

Staff and governors work very closely and productively with the dynamic, determined headteacher, who shows inspirational leadership and a relentless drive to give pupils the best possible education. Together with the highly effective senior leadership team, he has driven improvement stemming from systematic and rigorous checking of the quality of teaching. School development planning links very well with professional development activities and performance management. The success of these initiatives can be seen in pupils' steadily improving achievement since the last inspection, and confirms the school's capacity to improve further. Improvements in the provision for children in the Nursery and Reception classes, as well as the school's effective work with the recently established children's centre, mean that in the last two years many more pupils have reached expected levels than was previously the case.

Close tracking of the progress of individuals, including those newly arrived at the school, results in rapid identification of any potential underachievement, and that any gaps in performance between groups of pupils are quickly addressed. This, together with the absence of any form of discrimination, confirms that the school promotes equality of opportunity extremely well. Parents and carers, as well as pupils, are listened to and their opinions valued. Leaders, managers and members of the governing body are effective in ensuring that arrangements, including the vetting of new staff appointments, to keep pupils safe are rigorous. Statutory requirements concerning safeguarding are met.

The school has been very effective in securing a curriculum which both supports the rapid learning of basic skills, and interests and excites the pupils. It has recently introduced an even wider range of memorable first-hand experiences for pupils in order to broaden their skills and understanding still further, such as enabling pupils to pick and taste fruit and vegetables which they have planted themselves. Visits, such as to a local mosque, give the pupils excellent first-hand opportunities to find

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out about the lives and beliefs of others living in Britain. The curriculum combines with the ethos of the school to promote pupils' spiritual, moral, social and cultural development extremely well.

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	54	42	2	2
Primary schools	14	49	32	6
Secondary schools	20	39	34	7
Special schools	33	45	20	3
Pupil referral units	9	55	28	8
All schools	16	47	31	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 to 31 December 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.
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.
Floor standards	the national minimum expectation of attainment and progression measures.
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.



24 May 2012

Dear Pupils

Inspection of New Bradwell School, Milton Keynes MK13 0BQ

Thank you for talking to the inspectors and showing us your work when we visited your school. We were pleased to hear that you like school a lot and how much you enjoy all the activities that the teachers plan for you. We agree that you get along really well together and look out for one another. We think your school gives you just the right help so that you know how to behave extremely well and keep safe. You understand about different types of bullying, and you say that it hardly ever happens because the teachers deal with it really well. Your attendance is improving and is now above average – well done!

The inspectors found that New Bradwell is an outstanding school. The curriculum meets your needs really well and teachers are excellent at helping you make rapid progress in your work so that you reach above the expected levels by the time you leave the school. The leaders in the school know just what needs to be done to make sure your school keeps on getting better. In order to help you to reach even higher levels, we have asked the staff at your school to make sure you are even more involved in checking your work, you know what you need to do next to improve and that you have time to respond to the comments your teachers make in your books.

You can all help by continuing to try very hard and work and play really well together. Thank you again for helping us with our work.

Yours sincerely

Jacqueline Marshall
Lead inspector

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