

Bradwell Junior School

Hugh Lane, Bradwell, Hope Valley, Derbyshire, S33 9JB

Inspection dates

6–7 February 2013

Overall effectiveness	Previous inspection:	Satisfactory	3
	This inspection:	Good	2
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

Summary of key findings for parents and pupils

This is a good school.

- Given their starting points, almost all pupils make good progress as they move through the school.
- Pupils' attainment is above average and progress in reading, writing and mathematics is good.
- Since the previous inspection the quality of teaching has improved and is consistently good. This is having a positive impact on pupils' attainment and progress.
- Pupils are polite and courteous and are extremely well cared for.
- The behaviour of pupils and their attitudes to learning are good.
- Pupils feel very safe in school and parents overwhelmingly support this view.
- Over recent years the attendance and punctuality of pupils has improved. Attendance is above the national average.
- The curriculum offers a good and interesting range of subjects and topics that ensure pupils enjoy school. This contributes well to their good spiritual, moral, social and cultural development.
- Through effective monitoring of the school's performance the headteacher and governing body know the school well and provide good leadership and management. They have a clear view of how successful the school can be and what needs to be done to improve it further.

It is not yet an outstanding school because

- Although teaching is consistently good not enough is outstanding.
- Teachers do not always plan activities well enough to enable pupils to make more rapid progress, especially in mathematics.
- Pupils are not given enough opportunities to apply their mathematical skills across a wide range of subjects.
- Pupils make slower progress in writing than they do in reading. They are not given enough opportunities for them to develop their writing skills, especially the presentation of their work.

Information about this inspection

- Six lessons were observed taught by two teachers. Three lessons were observed jointly with the headteacher.
- The inspector observed the school's work, including documents relating to behaviour and safeguarding, minutes of meetings of the governing body, the school's analysis of how well it is doing and its improvement plan, the school's data on pupils' progress and pupils' work.
- Meetings were held with three groups of pupils, staff, two members of the governing body and a representative of the local authority.
- The inspector took account of the 19 responses from parents recorded in the on-line questionnaire (Parent View), together with the 27 responses to the parents' questionnaire carried out by the school in July 2012. The inspector also held informal conversations with some parents. The inspector also took account of the nine responses to the staff questionnaire.

Inspection team

Alan Parkinson, Lead inspector

Additional Inspector

Full report

Information about this school

- Bradwell Junior School is much smaller than the average-sized primary school.
- The proportion of pupils eligible for the pupil premium is below the national average. The pupil premium is the additional funding provided for children in local authority care, known to be eligible for free school meals and the children of forces' families.
- The proportion of pupils from minority ethnic backgrounds is well below the national average. There are currently no pupils who speak English as an additional language.
- The proportion of disabled pupils and those who have special educational needs supported through school action is above average. The proportion of those supported through school action plus or with a statement of special educational needs is well above average.
- The school has met the government's current floor standard, which sets the minimum expectations for pupils' attainment and progress.
- There is no alternative educational provision for pupils.
- Since the previous inspection the school has achieved the Healthy Schools Award and the award for participation in the Olympics Get Set Network.

What does the school need to do to improve further?

- Improve the quality of teaching so that much of it is outstanding to further raise pupils' achievement by:
 - ensuring that activities are well planned to enable all pupils to make rapid progress in their learning, especially in mathematics
 - creating more opportunities for pupils to apply their mathematical skills across a wide range of subjects
 - creating more opportunities for pupils to develop their writing skills, especially the presentation of their work.

Inspection judgements

The achievement of pupils is good

- Pupils' achievement in lessons is good. Pupils are enthusiastic to learn and work well on their own and with others.
- In 2012 the unvalidated results indicate that the proportion of pupils achieving level 4 or above in reading, writing and mathematics was above the national average. The proportions of pupils achieving level 5 or above was above the national average in reading and mathematics but slightly below in writing.
- Pupils' average point scores at the end of Year 6 have risen steadily and are currently above the national average in reading, writing and mathematics. However, within the small year groups, the rates of progress of a few pupils is not always rapid enough, especially in mathematics. As a result the proportions of pupils making and exceeding expected progress in English and mathematics is not sustained over time.
- The whole-school reading programme is having a positive impact on developing pupils' reading skills and as a result is successfully raising pupils' attainment in reading. Pupils make good use of their phonic skills (linking letters to the sounds that they make) to develop their speaking and reading skills.
- Pupils' progress in developing their writing skills is slower than in reading. Pupils' are not given sufficient opportunities to develop their writing skills, especially the presentation of their written work.
- Lesson observations, hearing pupils read and looking at pupils' work confirm that current pupils throughout the school are making good progress. Parents are accurate in their positive views that their children are making good progress.
- The few pupils from ethnic minority backgrounds, disabled pupils, and those who have special educational needs make similar progress and sometimes better progress than their classmates. There is no significant gap in the achievement of different groups of pupils, including those supported by the pupil premium because of effective use of adults within the classroom.

The quality of teaching is good

- Pupils say they enjoy their lessons and feel that they are taught well.
- In the best lessons, teaching is well organised and planned. Pupils are given work that helps them to learn quickly and good opportunities are provided for them to share their ideas with each other. Pupils respond well to effective questioning that encourages them to think for themselves. For example, in a Year 3/4 science lesson, pupils were actively engaged in creating a fair test for magnetism and then presented their ideas to the class. This helped to develop their speaking and listening skills well.
- In some lessons, teachers do not always plan work that enables all pupils to make rapid progress and learn well. Teachers do not provide pupils with the next steps in activities that would enable them to make more rapid progress in their learning, especially in mathematics.

- Pupils are not always given enough opportunities to develop their writing skills, especially the presentation of their written work.
- Pupils' work is regularly marked. Teachers use praise effectively to encourage pupils and provide written comments that tell pupils what they need to do to improve. Pupils' also review their own work and that of others. This enables them to share ideas and further develop their own understanding.
- The school has very strong relationships with parents and regularly invites them to school events. For example, the reading evening for parents and children, to watch examples of guided reading and paired reading sessions, enables parents to better support their child's learning.
- Teaching assistants make a significant contribution to pupils' learning, including disabled pupils and those with special educational needs as well as those identified by the school for additional support. This enables them to make progress that is consistent with all other pupils.

The behaviour and safety of pupils are good

- The behaviour of pupils' in lessons and around the school is very good. They value the school's rewards and sanctions system.
- Pupils are fully aware of the different forms of bullying. They report that bullying is rare and any instances are quickly resolved. Pupils feel confident to talk to an adult if they have any concerns.
- Pupils say they feel safe because they are well cared for by teachers and other adults. They understand how to keep themselves safe. For example, pupils know about internet safety, pupils in years 3 and 4 learn how to swim and all pupils in years 5 and 6 learn first aid through 'Heart Start'.
- The excellent pastoral system ensures that pupils are well cared for. Effective partnerships with parents and external agencies are a strong feature of the school. Children who display any cause for concern are identified early and this ensures that appropriate support is provided. The school's support for pupils whose circumstances make them potentially more vulnerable is very effective.
- The responses to Parent View and to the parental survey carried out by the school are positive. They indicate that almost all parents agree that pupils behave well in school, that they are not bullied, that they are well cared for and that they feel safe at school.
- The school provides opportunities for pupils to develop as responsible individuals. Some pupils make a significant contribution to the school community by taking on positions of responsibility such as the school council, class monitors and run the school's healthy tuck shop. Pupils also raise money for charities such as Red Nose Day, Cancer Research, the Stroke Association and Comic Relief.
- The school has established good links with the local community. For example, pupils' fathers work with their children to organise the 'Bradda Dads Pensioners Lunch' where the children take Christmas cards and sing to entertain the pensioners. This helps promote pupils social and personal development well.
- Attendance has continued to improve over recent years due to a more rigorous approach taken by the school. Attendance is above the national average. Punctuality is good and reflects well on

pupils' positive attitudes towards learning and their enjoyment of school.

The leadership and management are good

- The headteacher and the governing body have a clear objective for further school improvement with a strong focus on teaching and learning. They know the school's strengths and weaknesses well. Consequently, the school has accurately identified the priorities to raise standards further.
- The rigorous systems and processes used to monitor the quality of teaching and learning provide accurate feedback to leaders on teachers' performance to ensure that teaching continues to improve. They contribute to teachers' professional development by identifying best practice and providing opportunities to share it across all areas.
- The curriculum provides opportunities for pupils to develop a wide range of skills in a stimulating learning environment that has a positive impact on pupils' progress. However, pupils are not given enough opportunities to apply their mathematical skills across a wide range of areas.
- Through a variety of enrichment activities such as the trips to Stratford to support their work on the Tudors and the trip to Eden Camp looking at World War Two, pupils develop a greater understanding of the world around them.
- Throughout the school there are many opportunities that promote pupils' spiritual, moral, social and cultural development. For example, whole-school assemblies provide opportunities for pupils to reflect on events taking place in the world around them and how they can help through their charity fund-raising.
- The local authority provides effective and valuable support for this good school. Since the previous inspection, advice and support have been given to further develop the quality of teaching and the use of progress and attainment data to inform lesson planning and accelerate progress.
- **The governance of the school:**
 - The governing body is very well informed and is able to effectively challenge and support school leaders at all levels. Governors are actively involved in monitoring and evaluating the school's performance over time, especially the quality of teaching and pupils' achievement, and have a clear focus on securing further school improvement. The governing body has a good understanding of the school's finances and members ensure that they are kept informed of how teachers' salaries are linked to pupils' progress. This includes the allocation of funding for those eligible for pupil premium through, for example, providing one-to-one support to improve English and mathematical skills of pupils who are at risk of falling behind. The governors undertake their statutory duties effectively. Safeguarding procedures and policies meet statutory requirements.

What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

School details

Unique reference number	112512
Local authority	Derbyshire
Inspection number	405395

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	43
Appropriate authority	The governing body
Chair	Mel Kanarek
Headteacher	Kim Attwood
Date of previous school inspection	16 March 2011
Telephone number	01433 620473
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