

Bradwell County Primary School

Cauldon Avenue, Bradwell, Newcastle, ST5 8JN

Inspection dates

5–6 June 2013

Overall effectiveness	Previous inspection:	Outstanding	1
	This inspection:	Requires improvement	3
Achievement of pupils		Requires improvement	3
Quality of teaching		Requires improvement	3
Behaviour and safety of pupils		Good	2
Leadership and management		Requires improvement	3

Summary of key findings for parents and pupils

This is a school that requires improvement. It is not good because

- Pupils make uneven progress across Years 3 to 6 and do not reach the standards they are capable of, especially in reading and mathematics. Progress slows down considerably in Year 3 and 5.
- Teaching is variable in quality and work set is not always matched to the different abilities of pupils in each class.
- The presentation and quality of pupils' work are not always of a high enough standard, and teachers too readily accept work that is untidy or not good enough.
- Staff do not consistently check how well pupils are doing during lessons or pick up and address errors as they occur.
- Pupils receive inconsistent guidance on how to improve their work, and some work is not checked or marked by the teacher. Pupils do not always respond to the advice given.
- Not all teachers who lead subjects check on the progress made by pupils across the school or the quality of teaching. Outstanding teaching is not shared widely enough to help other teachers improve their practice.
- The school's development plan is too lengthy to be effective, and does not focus sharply enough on improving the quality of teaching and the progress made by pupils.

The school has the following strengths

- Attainment in Years 1 and 2 has risen considerably this year, especially in reading and mathematics, and is now above average.
- Writing is taught well. From low starting points, pupils make good progress to reach levels which are average or above.
- Children in the Nursery and Reception classes and pupils in Years 1, 2 and 6 make good progress. This is because of good and occasionally outstanding teaching.
- Pupils behave well and feel safe at school. They are polite, helpful and a joy to be with.
- The school provides a caring and supportive environment. This enables all pupils to thrive.
- The headteacher leads the school with energy and enthusiasm, and has an accurate understanding of the actions needed to improve it further.
- The governors provide a good balance of challenge and support.

Information about this inspection

- Inspectors observed teaching in all classes. They saw 18 lessons or parts of lessons, three of which were jointly observed with the headteacher.
- Discussions were held with pupils, teachers, the headteacher, governors and a representative from the local authority.
- Inspectors took account of the 24 responses to the online questionnaire (Parent View) together with other survey information collected by the school. They also spoke informally to parents as they brought their children to school, and took account of emails received during the inspection from parents who wanted to provide additional information.
- Questionnaires from 20 staff were received and their views taken into account.
- The inspection team listened to pupils read, spoke with them about their learning and looked at the work in their books.
- The inspectors looked at a number of documents, including the school's checks on how well it is doing, the school improvement plan, data on pupils' current progress, leaders' reports following lesson observations, and records relating to behaviour, attendance and safeguarding.

Inspection team

Heather Simpson, Lead inspector

Additional Inspector

Ian Hart

Additional Inspector

Full report

Information about this school

- Bradwell County Primary is broadly average in size for a primary school.
- Most pupils are White British and speak English fluently.
- The proportion of pupils supported by the pupil premium is above average. At Bradwell, this additional funding applies to pupils who are known to be eligible for free school meals and those in local authority care.
- The proportion of pupils supported through school action is average. The proportion supported at school action plus or through a statement of special educational needs is below average.
- Before- and after-school care is provided by the school and managed by the governing body.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress.
- Since the previous inspection, the school has experienced some instability due to the lack of a permanent headteacher for one year. There have also been significant changes to the leadership team. A new headteacher was appointed in September 2011 and a new deputy headteacher and two other leaders in January 2012.

What does the school need to do to improve further?

- Make teaching and achievement consistently good or better, especially in Years 3 and 5, by:
 - planning activities that are matched to the needs and abilities of all pupils
 - setting high expectations and only accepting pupils' best work
 - checking on how well pupils are doing during lessons and picking up misunderstandings and errors immediately
 - giving pupils clear guidance on how to improve their work through marking, and then allowing them time to respond to this advice.
- Improve the effectiveness of leadership and management by:
 - making sure that all leaders regularly check, support and improve the quality of teaching across the school, especially in reading and mathematics in Years 3 and 5
 - share the outstanding practice that already exists to help improve the quality of teaching
 - streamlining the school's development plan, with a sharper focus on pupils' progress and measurable targets to show leaders whether actions are being successful.

Inspection judgements

The achievement of pupils requires improvement

- Achievement in Key Stage 2 requires improvement because progress slows down, particularly in Years 3 and 5. As a result, pupils do not reach high enough standards, especially in reading and mathematics.
- Pupils in the current Year 6 are making good progress due to consistently good teaching. School data and the work in pupils' books show that they are on track to reach above-average standards in English and average standards in mathematics at the end of this year, with a larger proportion reaching the higher National Curriculum levels than in 2012.
- Children join the Nursery and Reception classes with skills and knowledge below those typical for their age. They make good progress because they are taught well and exciting activities help them develop their early skills both inside and outside the classroom.
- Pupils in Key Stage 1 make good progress. Their attainment has been broadly average in the past but is now rising. The school took action following a dip in results in 2012, particularly in reading, and its own assessments show standards in Year 2 are now above average and more pupils are reaching the higher levels.
- Achievement in reading has improved due to the high priority placed on this across the school. All pupils read daily and many receive valuable support from voluntary helpers to make sure they do not fall behind. Younger pupils use their knowledge of letters and sounds to break down tricky words and become confident readers. Older pupils read fluently and can discuss their favourite authors. Year 6 pupils act as Book Buddies to Reception children to promote a love of reading. As one pupil said, 'I even read when I am walking home.'
- Disabled pupils and those who have special educational needs make progress similar to that of other pupils in their class. Additional support, both within and out of lessons, helps them to keep up with their classmates, but their progress slows in Key Stage 2 for the same reasons.
- Pupils who are known to be eligible for pupil premium funding also make similar progress to their classmates, but there is still a gap between their attainment and that of others in the school. The 2012 Year 6 test results showed that they were, on average, approximately three terms behind in English and mathematics. The gaps are, however, beginning to close in other year groups. The funding is used to provide additional support to boost literacy and numeracy skills. It is also used to fund violin lessons and subsidise school trips to develop personal and social skills.

The quality of teaching requires improvement

- Teaching is not consistently good, especially in Key Stage 2. Consequently, the achievement of pupils is variable and not enough make or exceed the progress expected nationally for their age by the end of Year 6.
- While teachers plan activities for different ability groups, in some lessons work is not set at the right level. As a result, some pupils find the work too easy and others find it too hard. This slows their progress down, especially in Years 3 and 5.
- Teachers' expectations are not always high enough and too often they readily accept work which

is untidy or not set out properly, particularly in mathematics. Additionally, in some lessons, teachers do not check how well pupils are doing. Consequently, opportunities are missed to pick up and correct mistakes being made and bad habits being formed, for example poor pencil grip or reversal of numbers.

- Where teaching is good or better, pupils are very clear about what they must do and work is set at different levels from the start of the lesson to meet their individual needs. This allows them to tackle their work without relying on the teacher. The work set is also suitably challenging and time is used effectively.
- In an outstanding Year 6 lesson, pupils were learning how to write a balanced argument. The task was very clearly explained from the outset and all pupils worked with high levels of concentration and care. The teacher seized every opportunity to develop every aspect of writing, including higher-level grammatical skills. As a result, all pupils had a firm understanding of the task and produced excellent, high-quality work.
- Teaching assistants make a valuable contribution to supporting pupils' learning both in and outside lessons, especially for those who are in danger of falling behind or have learning difficulties. This makes sure that these pupils keep up with their classmates.
- The quality of teachers' marking varies considerably between classes and across subjects. Some literacy books provide clear guidance about what pupils have done well and what they need to do next. In other books, work is just stamped, ticked, or not marked at all. Some comments are too positive when work is poorly presented and only a small amount of work has been produced.

The behaviour and safety of pupils are good

- Pupils have good attitudes to learning and want to do well. As a result they try hard in lessons and show interest in their work.
- Parents, staff and pupils who spoke to inspectors or gave their views say that behaviour is good and that pupils feel safe. Pupils spoken to also feel that behaviour has improved since the introduction of the traffic light system and privilege cards.
- Pupils behave well in lessons and around school. Older pupils readily take on extra responsibilities and show good levels of care for younger pupils.
- Teachers in the Nursery and Reception classes provide good opportunities to develop children's personal and social skills. As a result they learn to work and play together harmoniously from the outset.
- Pupils are aware of different types of bullying. They say that bullying is rare but if it happens, for example, name-calling, adults sort it out quickly. Recording procedures are good, and leaders follow up any incidents that may occur.
- Pupils are taught how to keep themselves safe and aware of different potential dangers, for example when using the internet.
- Before- and after-school care provide additional opportunities for pupils to socialise and mix with each other. Pupils who attend are happy, safe and well looked after.
- Attendance is typically broadly average. The school's leaders are tackling persistent absence

effectively and the numbers of pupils who regularly miss school are reducing.

The leadership and management requires improvement

- Since the previous inspection there have been several changes to staffing and leadership, and the school experienced a period of instability when there was no permanent headteacher. The new headteacher, ably supported by her deputy, has accurately assessed the school's strengths and identified areas which need improvement. They have taken action to improve the quality of teaching and raise achievement. This has been particularly successful in the Nursery and Reception and Key Stage 1, but has not yet led to good teaching or achievement in Key Stage 2.
 - Senior leaders carry out checks on the quality of teaching, but not all subject leaders regularly check the work in pupils' books or observe lessons to ensure that teaching and learning are good or better. Consequently, some pupils and classes underachieve. Additionally, the best practice in the school is not shared widely enough to show weaker teachers how to improve their skills.
 - The school's evaluation of its work is accurate and leaders are clear about where improvement is needed. However, there are too many priorities in the school improvement plan and it does not include measureable targets based on pupils' progress. Leaders and governors do not know, therefore, how successfully the actions taken are raising achievement.
 - The senior leaders set annual targets for teachers that are appropriately based on whole-school priorities as well as pupils' progress. These targets are reviewed by the headteacher and pay increases are only awarded if they are fully met and pupils make good or better progress.
 - Pupils enjoy a wide range of subjects, including Spanish. Clubs, trips and visits also enhance the taught curriculum and give them memorable experiences. Pupils' spiritual, moral, social and cultural development is promoted well, and they have a good understanding of other faiths, countries and moral values. Leaders make sure that all pupils have an equal opportunity to succeed, and there is no discrimination of any kind.
 - The school fosters good relationships with parents. They are regularly invited into school, and subject-specific workshops help them to support their children's learning.
 - The local authority maintains an accurate overview of the school and provides valuable support. The review it carried out after the appointment of the new headteacher identified actions needed and set a clear direction. It rightly has full confidence in the headteacher's leadership.
- **The governance of the school:**
- The governors are well informed and have a good understanding of which areas need to be improved, including the performance of different groups and different subjects. They provide a good balance of challenge and support to school leaders. Many visit school regularly to meet with leaders or contribute as voluntary helpers. They set targets for the headteacher and also make sure that staff pay rises are linked to pupils' progress. Governors monitor the use of the budget carefully and know how the pupil premium is used to benefit eligible pupils. They fulfil all their statutory duties well, including for safeguarding and financial management, and undertake relevant training to keep their skills and knowledge up to date.

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	124106
Local authority	Staffordshire
Inspection number	411957

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	248
Appropriate authority	The governing body
Chair	Matthew Myatt
Headteacher	Bobbie Caisley
Date of previous school inspection	28 February 2006
Telephone number	01782 297700
Fax number	01782 297706
Email address	office@bradwell.staffs.sch.uk

Any complaints about the inspection or the report should be made following the procedures set out in the guidance 'raising concerns and making complaints about Ofsted', 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.



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 and as part of the inspection.

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 educational 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 St
Manchester
M1 2WD

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

© Crown copyright 2013

