

Bradwell Village School

Walgrave Drive, Bradwell Village, Milton Keynes, Buckinghamshire, MK13 9AZ.

Inspection dates 5–6 November 2013

Overall effectiveness	Previous inspection:	Good	2
	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.

- The school is well led and managed by the headteacher and the governing body. The governors effectively challenge and support the school.
- The pupils make good progress and achieve high standards at the end of Key Stage 2 as a result of good teaching over time.
- Teachers plan and teach lessons that are consistently good. The use of questioning and the good climate for learning are strong features of the best teaching.
- Parents are positive about the school. They speak highly of the creative approach to learning that their children experience at the school.
- Pupils with special educational needs, disabled pupils and those supported by the pupil premium finding make at least as much progress as other pupils.
- Pupils' behaviour in and around school is good. The pupils are proud of the school and say that they feel safe in school. They have good attitudes to learning.

It is not yet an outstanding school because

- There is not enough outstanding teaching. At times, work is not set at the right level of difficulty for pupils and is not always challenging enough for the more able pupils.
- The quality of marking in pupils' books does not always help pupils to improve their work.
- Some pupils do not demonstrate independence and are too reliant on the teacher to direct their learning.

Information about this inspection

- Inspectors visited 24 lessons. Two lessons were jointly observed with the headteacher.
- Meetings were held with senior staff in school, pupils, governors, and a representative from the local authority.
- Inspectors spoke to parents at the start of the school day and considered the results of a survey of parent views that the school had completed. There were too few responses to Ofsted’s online Parent View questionnaire to provide evidence. The inspectors also received and considered 11 staff questionnaires.
- Inspectors observed the school’s work and looked at a wide range of documentation including: national assessment data and the school’s own assessments; the school’s evaluation of its work; procedures for the management of teachers’ performance; the school development plan; the sports funding premium action plan; and samples of pupils’ work. They also heard pupils read.
- Inspectors scrutinised the arrangements for safeguarding pupils and the records relating to this.

Inspection team

Michelle Pickering, Lead inspector

Additional Inspector

Liz Kissane

Additional Inspector

Avtar Sherri

Additional Inspector

Full report

Information about this school

- This is an average-sized junior school.
- The proportion of disabled pupils and those who have special educational needs who are supported by school action is equal to the national average. The proportion supported at school action plus or with a statement of special educational needs is above average.
- The proportion of pupils known to be eligible for the pupil premium is above average. This is additional funding provided to schools by the government to support pupils eligible for free school meals, children in the care of the local authority and children with a parent or carer in the armed services. At the time of the inspection, there were no children from service families in the school.
- The percentage of pupils from minority ethnic groups has increased since the last inspection and is above average.
- The percentage of pupils who speak English as an additional language is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress at the end of Year 6.
- The school has an after-school club facility which runs from the school site. This is not managed by the governing body.

What does the school need to do to improve further?

- Increase the proportion of outstanding teaching so that pupils make even more rapid progress by:
 - encouraging pupils to take more responsibility for their own learning
 - making sure that all marking is of high quality and helps pupils to understand exactly what they must do to improve
 - setting work that is always at the right level of difficulty for pupils, especially the most able.

Inspection judgements

The achievement of pupils is good

- Many children enter the school from the local infant schools with skills that are just above average for their age. Pupils make good progress in Key Stage 2. By the end of the key stage their attainment is above average in reading, writing and mathematics.
- The proportion of pupils making expected progress in writing and mathematics in 2013 was above national figures. There was a dip in the overall proportions of pupils making expected progress in reading in 2013, although this was still in line with national figures. Those supported by the pupil premium made particularly good progress in reading.
- Standards in Key Stage 2 have been above average since the last inspection and in 2013 are significantly above average in mathematics and reading. Overall, most make good progress in improving their literacy skills, although they are slightly weaker in writing; but 2013 results show there has been an increase in attainment in writing.
- Current information on achievement in Years 3 to 6 shows that pupils' progress is good and that attainment is on track to remain above average in reading, writing and mathematics. Although pupils achieve well overall, progress is more rapid in some classes compared to others. The school's leadership team is aware of this and is working to ensure that progress is consistently rapid.
- In Year 6 the most able pupils are often given challenging work. As a result, there is evidence of an increase in the proportion of pupils achieving at the highest level (Level 6) in reading, writing and mathematics.
- The achievement of disabled pupils and those who have special educational needs pupils is good, with many achieving well in mathematics and reading. They make at least expected progress in reading, writing and mathematics.
- Pupils known to be eligible for the pupil premium do very well. In 2013, eligible pupils in Year 6 attained at a similar level to their peers in mathematics and spelling, punctuation, grammar and reading, and were approximately eight months behind in writing. Current data show the school is narrowing the gap significantly between this group of pupils and all other pupils. The funding has been targeted well and is making a difference to this group of pupils.
- Pupils from minority ethnic groups and those whose first language is not English often make better progress than their peers in the school. A small number of pupils from a range of minority ethnic backgrounds make similar progress to their peers.

The quality of teaching is good

- Pupils' work, progress and the monitoring records of the school show teaching is typically good and sometimes outstanding.
- Pupils' work is generally well marked. In one year group, in particular, marking was of a particularly high standard and made an outstanding contribution to pupils' progress. This excellent practice is not yet widespread across the school and, as a result, pupils are not always clear on exactly what they must do to move to the next level.
- There is a good climate for learning across the school. Teachers often use questioning well to extend pupils' learning and check their understanding.
- Occasionally, the work set for pupils is too easy or too difficult and this can slow their progress. In particular, with the exception of Year 6, the work set for the most able does not always stretch and challenge these pupils. At times, pupils' progress slows when the pupils are not encouraged to work independently and rely too much on staff to direct their learning.
- There are good relationships between adults and children; pupils strive to meet the expectations set by the adults.
- Where teaching is best, teachers plan work to meet the needs and the interest of their pupils. Additional adults are used to promote the learning of specific groups and pupils are able to

choose when to direct their own learning. This ensures that all pupils are engaged in their learning and make at least good progress.

- The school instils a love of reading and pupils respond well to this approach, including during the recent 'Author Fortnight'. The school places a high value on ensuring there are suitable and engaging texts in school. Pupils demonstrated a love of reading, including those pupils who find reading a challenge.

The behaviour and safety of pupils are good

- Pupils' behaviour and their enjoyment of learning are good. Pupils are able to work well in groups and some pupils regularly direct their own learning. Behaviour is not yet outstanding because occasionally pupils rely too much on the adults to direct their learning.
- Pupils are very polite and courteous around the school and are happy to talk about their school, work and learning. They move around the school in a calm and controlled way and help each other.
- Parents and carers said they feel that their children are happy and safe.
- Pupils know about different types of bullying and said that when rare incidents of bullying occur they are always be dealt with effectively by staff.
- The pupils spoken to said they feel safe in school and showed they had an understanding of how to keep themselves safe in a range of situations, for example on the internet. They were able to talk about how the school supports them to learn about keeping safe.
- Relationships between adults and pupils are strong. They demonstrate respect for one another.
- Pupils are supportive of each another in the classroom and demonstrate respect for one another. The school deals appropriately with the few racist incidents that occur.
- The school has very few incidents of poor behaviour and deals effectively with them if they occur. It is clear from the school's records that parents and carers are supportive of the behaviour strategies and are involved fully if their child has misbehaved.
- The school has had no fixed or permanent exclusions in the last three years.
- Attendance at the school is average. The school operates a first day absence call system. The school is further developing the system they use to analyse attendance to see if there are any emerging patterns for particular groups of pupils.

The leadership and management are good

- Leaders care about their school and have detailed plans to achieve their high ambitions for pupils. The values of the school are reflected in their sense of purpose, their caring, their high standards and their drive and commitment.
- The school is now developing the roles of some leaders so that all are able to take an active role in driving school improvement. The local authority has provided effective support for this good school.
- The results from the staff survey show that the staff are very committed to the leaders of the school and recognise all the hard work that the current leaders have undertaken, particularly over the last three years.
- All aspects of safeguarding are met to keep pupils safe. The school makes sure that all pupils are given equal opportunities and that discrimination of any kind is not tolerated.
- The local authority is supportive of both the headteacher and governing body and has provided suitable training when requested. The school's progress is checked by the local authority.
- Rigorous arrangements for managing teachers' performance are in place. Teachers have performance targets linked to the progress of the pupils they teach and to the school's priorities. The headteacher will not recommend salary increases unless targets have been met. Teachers are required to submit evidence to support movement up the pay scale and governors have an overview of this evidence presented by the headteacher. Teachers value the support and

training they are given and this is raising the quality of teaching in school.

- Senior leaders have rightly recognised the need to develop the range of subjects offered at the school by introducing a curriculum based on a literary focus. Pupils respond well to this curriculum approach and it has impacted on the pupils' enthusiasm for reading.
- The pupils develop well socially, morally, spiritually and culturally. For example, one pupil was able to talk about the values she has drawn from reading a book on life in the early twentieth century, and said, 'We grow up too fast in comparison to those days.' One of the governors runs a choir club after school which is well attended. Pupils are encouraged to hold positions of responsibility, for example running the school office at lunchtime. The school Eco council is involved in decision making to improve the school environment, for example having a focus week on litter around school. The school runs an annual 'cooking around the world' week and pupils regularly plan, cook and serve food to staff and each other.
- Interesting activities are provided outside lessons, including specialist sports coaching, and these are attended well and enjoyed by pupils.
- The leaders of the school work well to engage parents and carers in the life of the school, for example through a collaborative approach to homework that parents have responded positively to. The school also provides learning opportunities for parents and carers through 'Money Matters' and 'Cooking with Your Child' sessions.
- The school has received the government sports funding and has appropriate plans to ensure best value for money. It has planned an approach aimed at promoting sport, physical education and healthy lifestyles, and through a staff coaching programme. Pupils are enthusiastic about the additional opportunities this will create for them.
- Responses to the school's own surveys from parents and carers were positive about the school, the headteacher and the support given to their children. A significant number of parents particularly enjoyed the recent 'Creative Fortnight'.
- **The governance of the school:**
 - Governors know the school's strengths well and what still needs to be done. They are visible in school and visit lessons and have a good understanding about the strengths in teaching. There are a number of governors who have skills in their working life that have impacted positively on the work of the governing body, for example very effective chairing skills, a financial background and an educational background. They do not overly rely on the headteacher and use their own skills and knowledge to train one another. They have demonstrated clearly that they will challenge the leadership of the school to be accountable. They check that the headteacher is setting appropriate performance targets for teachers, rewarding good teachers and challenging underperformance. The governors have challenged and evaluated the impact of the pupil premium funding. Governors know how the school is performing in relation to other schools and have used this knowledge to question the headteacher and to influence decisions they make about future spending plans. Governors have been fully involved in decisions about how the school spends the pupil premium and sports funding.

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	110369
Local authority	Milton Keynes
Inspection number	426362

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	290
Appropriate authority	The governing body
Chair	Peter Vigurs
Headteacher	Jan Kennington
Date of previous school inspection	12–13 October 2011
Telephone number	01908 318088
Fax number	01908 319910
Email address	admin@bvsmk.co.uk

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