

Bradley Primary School

Dover Street, Nelson, Lancashire, BB9 7RF

Inspection dates 26–27 November 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.

- The school has improved since the last inspection so that achievement is now good. All groups of pupils make good progress from their significantly low starting points on entry to the Early Years Foundation Stage. As a result, standards are improving.
- As a result of the leadership team’s drive to improve the school’s performance teaching is now good and sometimes outstanding. Teachers are enthusiastic and ensure that pupils are inspired to learn well.
- Behaviour is good. Pupils are very polite and courteous showing respect for each other and adults. They understand clearly what is right and wrong and enjoy celebrating each other’s success.
- Pupils say they feel safe because everyone looks after each other.
- Pupils’ spiritual, moral, social and cultural development is good. Pupils have access to a wide range of additional activities which extend and support their learning.
- Leadership and management of the school have improved since the previous inspection. The headteacher leads the school well. Regular, accurate and thorough analysis of assessment information has improved the quality of pupils’ learning greatly.
- Leaders and members of the governing body check the school’s work thoroughly. The governing body knows the school well and challenges the headteacher to ensure that necessary improvements are made.

It is not yet an outstanding school because

- Not all lessons have quick pace throughout because teachers spend too long talking.
- Teacher’s planning does not allow enough opportunities for pupils to work independently.
- The most able pupils are not always challenged enough.
- Skills pupils learn in mathematics lessons are not developed well through other subjects.
- The profile of mathematics is not high enough to help pupils understand fully the importance of the subject.
- Not all the roles of leaders and managers are fully developed.

Information about this inspection

- Inspectors observed 15 teachers and visited 23 lessons, which included a joint lesson observation with the headteacher.
- Discussions were held with the headteacher, members of the leadership team, the English and mathematics subject leaders, the special educational needs coordinators, pupils, members of the governing body, a representative of the local authority and parents.
- The inspectors scrutinised pupils' work and listened to pupils read
- A range of the school's documentation was examined, including the school's analysis of how well it is doing, documents relating to monitoring and evaluation, systems for tracking children's progress and documents in relation to safeguarding. They also considered key policies of the school.
- Inspectors were not able to take account of parents' views in the on-line questionnaire (Parent View) as there were only seven responses. They looked at the responses to school's most recent questionnaire to parents.
- Inspectors analysed 30 questionnaires completed by staff.

Inspection team

Sue Sharkey, Lead inspector

Additional Inspector

Sharon Bruton

Additional Inspector

Mary Lanovy-Taylor

Additional Inspector

Full report

Information about this school

- Bradley Primary School is larger than the average-sized primary school.
- Almost all pupils are from minority ethnic backgrounds and the proportion who speak English as an additional language is well above average. A few pupils are of White British heritage.
- The proportion of pupils supported through school action is below the national average. The proportion of pupils supported at school action plus or with a statement of special educational needs is also below average.
- The proportion of pupils supported by the pupil premium is below average. The pupil premium is additional government funding provided for children in local authority care, for children from armed service families, and for children known to be eligible for free school meals.
- The school meets the government's current floor standards, which set the minimum expectations for attainment and progress in English and mathematics.
- Since the previous inspection three new teachers have been appointed and there have been new appointments to the leadership and management team.
- The school offers a breakfast club managed by the governing body.

What does the school need to do to improve further?

- Raise achievement by improving teaching so that a greater proportion is outstanding by:
 - ensuring that learning proceeds at a brisk pace throughout lessons so that pupils do not spend too much time listening to the teacher
 - providing pupils with more opportunities to work independently
 - ensuring that pupils with the potential to reach the higher National Curriculum levels are always challenged well enough
 - providing pupils with as many opportunities as possible to develop mathematical skills across a range of subjects
 - raising the profile of mathematics in the classroom to emphasise its importance in daily life.
- Take rapid steps to develop the roles of leaders and managers further, and thus ensure a more cohesive and purposeful drive to ensure pupils reach the highest levels of achievement.

Inspection judgements

The achievement of pupils is good

- Children enter the Early Years Foundation Stage with skills that are significantly below what is expected for their age, especially in reading, writing and number. They make good progress in all areas of learning and in their personal development because of skilful teaching and a very supportive learning environment both in the classroom and also outdoors.
- Across Key Stages 1 and 2 pupils continue to make good progress from their individual starting points. They are enthusiastic, enjoy learning and are keen to work hard. As a result, standards are below average at the end of Year 6 but are rising closer to average in reading and mathematics and are consistently average in writing.
- Pupils have many opportunities to write in different subjects. However, skills learnt in mathematics lessons are not sufficiently reinforced across the curriculum.
- The school's inclusive nature and support programmes mean that all groups of pupils make good progress. Through a methodical analysis of regular assessment data, actions are tailored carefully to meet individual and group needs. Disabled pupils and those who have special educational needs as well as pupils who speak English as an additional language make good progress. Pupils supported through pupil premium funding make good and improving progress and reach levels of attainment similar to other pupils. The school uses this funding by providing additional resources, specialist well focused support to help pupils and to ensure there are learning mentors who work closely with vulnerable pupils and families.
- As pupils move through the school increasing numbers make expected and above expected progress. Teacher assessment at the end of Key Stage 1 shows that many more pupils are working at the levels expected for their age in reading, writing and mathematics.
- The percentage of pupils making expected progress and above has risen since the previous inspection. In 2013, national data indicate that a very large majority of pupils made expected progress in reading and mathematics and almost all pupils in writing.
- The percentage reaching the higher level 5 in mathematics, reading and writing is much higher than two years ago. Attainment in reading and mathematics is therefore closer to average and in writing it is in line with that seen nationally. Nonetheless, although the proportion of pupils achieving the higher levels is rising, teachers do not always challenge pupils often enough to help them think even harder.
- The school's focus on reading has ensured that pupils enjoy choosing a book and reading it. In the Early Years Foundation Stage a group of children was happy to read with the inspector. They chose some of their favourite books and talked confidently about the author, illustrator and the book title. Through regular teaching of letters and sounds as they move through school pupils develop their reading skills well.

The quality of teaching is good

- Teaching over time is good and sometimes outstanding. Lesson observations during the inspection and the school's own records of the quality of teaching confirm this. Pupils' attitudes to learning are good.
- Strengths in teaching include the good relationships that adults have with pupils. Teachers manage behaviour well and, as a result, pupils show respect, are keen to learn, concentrate hard and always try their best. Teachers have good subject knowledge and use this well to enthuse and engage pupils.
- During a Year 6 mathematics lesson, pupils enjoyed handling data. They talked confidently about finding the average as well as presenting data in different ways in order to share results and ask questions. Pupils worked quickly using calculators, sharing ideas and findings regularly. The pace of the lesson was brisk so that pupils were engaged thoroughly in their learning.

However, this is not the case in all lessons, particularly when teachers talk for too long.

- Teachers make sure that classrooms are welcoming, providing a rich environment where pupils enjoy their learning. There are good examples of pupils' writing and art work displayed alongside teacher's prompts which help pupils with their reading and writing. However, mathematics does not have the same high profile to ensure pupils realise the importance of this subject in their daily lives.
- Teachers plan lessons well, often allowing for pupils to work with a partner or in small groups. Pupils value this as it help to clarify their thinking as well as sharing ideas with their classmates. However, opportunities to encourage children to work independently are not frequent enough during whole-class sessions.
- Teaching assistants work effectively with pupils individually and in small groups. This teaching support is carefully focused to meet the learning needs of different pupils.
- Teachers mark pupils' work regularly and give good guidance on how they can improve. There are good examples of pupils responding positively to teachers' comments.

The behaviour and safety of pupils are good

- Behaviour is good and pupils and parents agree pupils conduct themselves well. When children start school in the Early Years Foundation Stage they are taught what is expected regarding good behaviour. These expectations are reinforced as pupil's progress through school and the older pupils provide strong role models for the younger ones.
- Around the school, pupils are very polite and show consideration for the needs of others as well as adults.
- Pupils are keen to take an active part in school life and take on a variety of roles and responsibilities, for example as members of the school council or representing the school on the Pendle Pupil Parliament. Pupils cooperate well with each other in lessons and in the playground.
- The caring ethos, together with the emphasis on each other's rights means that bullying is rare. Pupils know how to keep themselves safe and many aspects of safety such as internet safety are taught regularly. They say they feel safe in school. They appreciate that the school is caring and looks after them, dealing with any issues quickly and appropriately.
- Attendance is average. The school works closely with parents and is pleased that the breakfast club is well attended, supporting pupils' punctuality. It also provides many opportunities for pupils to read and enjoy a wide range of activities before they start the school day.

The leadership and management are good

- The headteacher has led the school well since the previous inspection. New appointments to the leadership team include the assistant headteachers who along with other leaders and managers are committed to ensuring that pupils receive the best possible education.
- Although some leaders are relatively new in post and their roles are not yet fully developed, the headteacher and senior team have improved several aspects of leadership since the previous inspection. The system for tracking the progress of pupils, including all groups of pupils in the school is now more effective. In addition, there is a rigorous programme of lesson observation and subsequent staff training, which is often delivered by the school itself. As a result, the quality of teaching has improved as has pupils' achievement, indicating that the school's capacity to drive improvements is secure.
- Equal opportunities are promoted well and all groups of pupils make good progress.
- Performance management is well used to support the school's development priorities and is linked closely to teachers' continuous professional development. There has been a strong focus on improving teaching which is now good. There is a strong link between the performance of

teachers over time and the levels of pay. Staff are accountable for the performance of their classes. The information about how well pupils are doing is closely linked to setting rigorous targets for teachers. The progress made by pupils is a key consideration for pay awards.

- The curriculum provides good learning opportunities for all pupils. A wide range of activities at lunch time and after school provides pupils from Years 1 to 6 with opportunities to take part, for example, in music, drama, sewing, the use of computers, girls' cricket and other sporting activities. The school is using the Primary Sports Funding to provide additional swimming for pupils as well as sports coaches to work with pupils and teachers. Pupils' spiritual, moral, social and cultural awareness is developed well through these activities and also in different subjects. Visits, visitors and good links with families and the local and wider communities enrich learning and broaden pupils' horizons.
- The local authority has a good partnership with the school and due to the school's academic performance provides a 'light touch'.
- **The governance of the school:**
 - Governors have a clear understanding of the school's strength and how well it performs in comparison with other schools nationally. It receives useful and informative reports and presentations by the headteacher to help them identify how the school is doing. Governors make regular visits to the school to observe lessons, discuss improvements with leaders and talk to pupils. This information helps them to challenge as well as to support the leadership. Governors make sure that decisions about how funding is spent, the pupil premium, for example, are based on the needs of those pupils for whom it is intended. They keep a tight check on spending once the budget has been set and monitor the impact on pupils' achievement. The governing body knows how the school rewards good teaching and also what it is doing to tackle underperformance. It ensures that safeguarding and child protection policies and practice meet 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	119175
Local authority	Lancashire
Inspection number	426133

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	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	396
Appropriate authority	The governing body
Chair	Sultan Hayat
Headteacher	Alison Mitchell
Date of previous school inspection	2 February 2012
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