

Bradwell County Primary School

Cauldon Avenue, Bradwell, Newcastle, ST5 8JN

Inspection dates 23–24 April 2015

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

Summary of key findings for parents and pupils

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

- Leaders and governors are aware of the school's strengths and weaknesses, but, in the past, they have not ensured sustained improvement in the quality of teaching and pupils' achievement. This is partly because of frequent changes in staffing since the last inspection.
- In evaluating the school's effectiveness, leaders do not take enough account of pupils' progress in lessons and over time.
- Teaching has not been strong enough over time to ensure that all pupils make good progress in all subjects as they move through the school.
- New initiatives in writing and mathematics, although effective, have had too little time to make a full impact on pupils' attainment overall.
- More-able pupils are sometimes given work that is too easy for them and does not challenge them to think deeply.
- The attainment of disadvantaged pupils has been behind that of other pupils.
- Teachers are not always aware of the progress that different groups of pupils are making during lessons, and are not always aware when this slows. They do not always have high expectations of what pupils can achieve in lessons
- Pupils are well behaved, both in and out of lessons. They have good attitudes do learning and are keen to do their best.
- Older pupils have do not have enough opportunities to redraft their writing and this reduces the quality of their written work. Spelling is weak in some year groups.
- Pupils do not have enough opportunities to apply their calculation skills to solve real-life mathematical problems.
- Pupils do not always follow the advice teachers give them about their work.

The school has the following strengths

- The school takes excellent care of its pupils. Outstanding relationships at all levels support pupils well. Pupils say they feel very safe.
- Children in the early years make good progress.
- Pupils assess the quality of their own work through the use of learning prompts so they can make improvements.
- Pupils' spiritual, moral, social and cultural development is promoted well. Pupils respect adults and pupils of other backgrounds and cultures.
- Senior leaders and governors now have a clear understanding of the strengths of the school and areas for development. They have improved the quality of teaching, which has accelerated pupils' progress since September 2014.

Information about this inspection

- The inspectors observed teaching and learning in lessons and considered samples of pupils’ writing and their work in mathematics and topic books. They listened to children reading.
- Meetings were held with the headteacher, early years leader, two subject coordinators, and the special educational needs coordinator, a group of pupils and three members of the governing body. Discussions were also held with a local authority representative and a Local Leader of Education who has been working with the school.
- The inspectors took account of the 27 questionnaires returned by staff, letters from parents and the 50 responses to the online questionnaire, Parent View. They also spoke with parents as they arrived at school with their children during the inspection.
- Inspectors observed the school’s work and looked at a number of documents, including the school’s evaluation of its current strengths and areas for development, records of teacher performance management, information about pupils’ progress, and documents relating to safeguarding. They also viewed records relating to attendance and behaviour.

Inspection team

David Edwards, Lead inspector

Additional Inspector

Kathy Dixon

Additional Inspector

Full report

Information about this school

- The school is smaller than the average-sized primary school. Children attend the Nursery part time and the Reception class full time.
- Most pupils are White British.
- The proportion of pupils supported by the pupil premium is above average. The pupil premium is additional government funding for pupils known to be eligible for free school meals and those who are looked after by the local authority.
- The proportion of disabled pupils and those who have special educational needs is above average.
- The school meets the government's current floor standards, which set the minimum expectations for pupils' attainment and progress by the end of Year 6.
- There have been several changes of staff since the last inspection, particularly at Key Stage 2.
- The school has a before- and after-school care club which is managed by the governing body.
- The school receives support from a National Leader of Education.

What does the school need to do to improve further?

- Improve the quality of teaching throughout the school by ensuring that :
 - teachers always have the highest expectations of what pupils can achieve
 - work in lessons consistently challenges all pupils, particularly the most able, so that they engage in their learning and make faster progress
 - teachers check that pupils respond to the advice that they give them when they mark their work.
 - teachers carefully check on the learning and progress pupils make during lessons.
- Raise attainment and progress in English and mathematics by:
 - giving pupils more opportunities to use and apply their mathematical skills to real-life problem solving situations.
 - ensuring that older pupils are encouraged to redraft their work to improve its quality
 - teaching a structured progression of spelling skills and ensuring that pupils consistently apply the skills they learn in spelling and grammar lessons to their writing tasks
 - strengthening and building on the recent strategies that have led to improved progress and rising attainment for disadvantaged pupils.
- Improve leadership and management by ensuring that senior leaders use all available evidence on teaching and achievement to arrive at their judgements with regard to school self-evaluation.

Inspection judgements

The leadership and management requires improvement

- Progress since the last inspection has been slowed because the school has experienced a period of instability in staffing. This has had an adverse impact on standards in Key Stage 2, as evidenced by the decline in performance in the national tests in 2014.
- Senior leaders and the subject leaders for English and mathematics carefully analysed the reasons for the fall in standards and have implemented new initiatives in the drive to raise standards. These include motivating pupils to write extensively through the use of the school's 'aspiring authors' and improving pupils' calculation skills in mathematics. These measures are helping to raise pupils' attainment and accelerate progress.
- Leaders responsible for English and mathematics are very enthusiastic about their work. They have clear action plans for improvement in their subjects. Though progress is accelerating, the impact of these plans has not yet had time to be translated into improved attainment in national tests.
- Scrutiny of the school's self-evaluation indicated that leaders' judgements on teaching were overgenerous because they did not take enough account of the progress pupils make in lessons and over time.
- Senior leaders' checks on teaching are focused on raising its quality and improving standards. Senior leaders provide guidance and training for all staff so that teaching is more effective, and they provide individual support where teaching is not yet good. Teachers are held to account through targets that are linked to pupils' progress. Pupils' books show that teaching is improving and progress is now faster.
- The school's own evaluation of where it is and what needs to be improved is accurate and well focused. Strategies to manage the performance of teachers are firmly rooted in improving pupils' progress and raising their attainment. Training opportunities for all staff are readily taken up, and teachers and other adults are now being given the opportunity to observe and share good practice.
- A well-balanced curriculum is reflecting pupils' interests. The school has implemented the new National Curriculum, which is beginning to raise standards. Learning is enhanced by a good range of additional activities, visits visitors, and clubs. The whole school recently enjoyed a visit from an artist, which inspired their art work and led to some impressive displays of work. Pupils benefit from the opportunity to attend a number of clubs for sports, the 'creepy crawly' and 'bug' clubs, a board games club and drama. Some of the sports activities are subsidised through the school's sport funding allocation.
- The impact of the curriculum is seen in many impressive displays of pupils' work in classrooms and corridors. The promotion of British values features strongly throughout the school. For example, pupils develop their understanding of the democratic process through elections for positions of responsibility.
- Pupils' spiritual, moral social and cultural development is promoted well. Pupils consider issues such as tolerance, respect, peace and friendship through termly themes. As a result, they are well prepared for life in modern Britain. Discrimination of any kind is not tolerated.
- Following an external review of the way the school uses the pupil premium funding, the additional funding received through the pupil premium is now being used more effectively. For that reason, inspectors are not recommending the need for a further review. The school has provided additional staffing and resources to support the pupils for whom the pupil premium is intended. As a result, disadvantaged pupils are making better progress this year and catching up with their classmates. This shows the school commitment to equality of opportunity.
- The school makes good use of the primary sports funding to enhance the skills of teachers and to broaden the range of sporting activities available. The work of specialist sports coaches, including from the local secondary school, is enhancing the skills of teachers and broadening the range of sporting activities available. The wide range of sports clubs on offer includes netball, athletics, cross country, rounders and Taekwondo. This is leading to an increase in pupils' participation in sport and helping them to develop

healthy lifestyles.

- Support from the local authority has been helpful in improving the quality of teaching. Regular visits from an education adviser and a National Leader of Education have provided an objective evaluation of the school's performance. The improvements to early year's education are particularly evident.

■ The governance of the school:

- Governors are fully aware of the drop in standards in 2014 from their competent analysis of performance data and their own observations. They commissioned an external review of governance from the local authority to halt this decline. Although they have taken appropriate actions which have enabled the school to turn a corner and raise attainment and accelerate progress, leadership has not been good enough to ensure that teaching and learning are consistently good. However, governors have worked well with the adviser recommended by the local authority and are in a better position, together with the headteacher and other senior leaders, to move the school forward.
- Governors visit the school regularly. They understand its strengths and weaknesses. They are aware of any groups of pupils who may be underperforming and are now tracking their progress carefully, so that they can more effectively hold school leaders to account over the progress that pupils make.
- The governing body knows what the quality of teaching is and ensures that the school's systems for performance management of staff and the headteacher are robust. Governors take the performance of staff fully into account in awarding pay increases.
- The governing body ensures that all legal requirements are met, including those for safeguarding. Governors undertake relevant training to help them succeed in their role.

The behaviour and safety of pupils are good

Behaviour

- The behaviour of pupils is good. Pupils are polite and considerate towards each other and they respond well to the care that all adults show them. Pupils are proud of their school and contribute to the calm and purposeful learning environment.
- Pupils enjoy their learning. They move quickly and efficiently to their tasks and work very well with others. Most take a full and active part in school life and relish the opportunities that additional clubs and sporting activities give.
- Pupils listen attentively to their teachers and others. They share their ideas with partners willingly and contribute confidently to class discussions.
- Staff have excellent relationships with pupils and support them well, enabling pupils to be happy and confident learners.
- Pupils develop very good personal and social skills. They get on very well together. Pupils' moral development is excellent. Pupils clearly understand the differences between right and wrong, and demonstrate fairness and cooperation at work and play.
- Pupils willingly take on additional responsibilities; for example, representing their classmates as members of the school council. This contributes well to their understanding of democracy and prepares them for life in modern Britain.
- The school's before- and after-school care club provides a friendly start to the day and prepares pupils well for the day's work as well as providing opportunities for completion of homework and time to relax at the end of the school day
- Attendance is high and most pupils attend punctually each day. This reflects pupils' enjoyment in coming to school. There have been no exclusions in recent times.
- Although pupils have positive attitudes to learning, very occasionally, their concentration wanes when activities are not engaging enough in lessons.

Safety

- The school's work to keep pupils safe and secure is good. Pupils say they feel very safe. Parents feel that their children are happy and safe in school. The school's care and support for those pupils whose circumstances make them vulnerable is exemplary.
- The school carries out rigorous checks when recruiting staff and has good systems in place to safeguard pupils.
- Pupils have an excellent understanding of how to keep themselves safe in all aspects of their daily life. They speak knowledgeably about aspects such as, cyber-bullying, 'stranger danger' and the dangers of using the internet and mobile phones.
- Pupils say there is no bullying. They know to tell an adult if they are unhappy and are confident that staff will help them to sort out their problems. This is a view shared by parents. As one parent said, 'The headteacher has a zero tolerance policy on bullying.'
- The school keeps accurate records about pupils' well-being and behaviour. Scrutiny of the school behaviour log indicates that instances of poor behaviour are rare and that the headteacher works closely with parents to overcome any issues.
- Pupils understand that their behaviour affects others and know that they should always try to be kind and considerate. Pupils who have emotional and social concerns are helped to manage their own behaviour, especially through support from well-trained teaching assistants and other staff, and through their work in the 'nurture group'. The activities that pupils undertake in the 'nurture group' help them to develop their self-awareness, confidence, and their personal and social skills.

The quality of teaching

requires improvement

- The quality of teaching is not consistently good. There are examples of good teaching but teaching overall requires improvement because pupils are not always engaged in their work and they do not as well as they should in reading, writing and mathematics. Work is not always set to challenge pupils of all abilities, particularly the most able, with the result that not all pupils make the best possible progress.
- Teaching is improving because of the action taken by the school's leaders. The school provides relevant training from senior leaders and subject leaders, and discussions on performance and target setting with the headteacher. Leaders have introduced marking guidance, which is helping teachers to accelerate pupils' progress. Teachers do not always check the quality and accuracy of pupils' responses following the advice they have given in their marking.
- Not all teachers make careful enough checks on pupils' learning and progress in lessons. The school is working with the local authority to help teachers develop strategies to check on pupils' learning and lessons and to make better use of the information available to make work challenging for pupils all abilities. However, the impact of this better use of assessment data is not yet evident throughout the whole school.
- Reading is taught effectively in Key Stage 1. In 2014, the results of national tests at the end of Key Stage 2 were lower than those usually attained by the pupils in the school. Pupils are developing a love of reading and are making the progress they should. However, more pupils are capable of making even faster progress so that they are better prepared for their next stage in education by the time they leave.
- The effective teaching of phonics (letters and the sounds they make) leads to above-average performance in the Year 1 phonics check. This lays the basis for pupils' development as confident readers as they move through the school.
- Teaching assistants have received training to help them work more effectively with pupils who are underachieving, are disabled or have special educational needs. The training is having a positive effect, as are better equipped to work with different groups of pupils. The impact of their work can be seen in

pupils' accelerated progress as a result of intervention programmes they have undertaken with groups and individuals.

- The teaching of writing enables pupils to reach broadly average levels of attainment. This is because teachers plan interesting and enjoyable activities for pupils to write about and pupils have opportunities to write in an extended way. For example, pupils in Year 1 enjoyed a writing activity about *Aladdin*. However, scrutiny of pupils' writing shows that spelling is weak in some classes and older pupils are not given enough opportunities to redraft their work to improve its quality. This is reflected in the fact that not enough pupils reach the higher levels in writing at the end of Year 6 in 2014. The school has been focusing on more effective teaching of spelling. However, pupils are not consistently using the skills they have been taught in English, punctuation, grammar and spelling lessons to be more accurate with their spelling when they are writing.
- The teaching of mathematics has improved since the start of this academic year. Following staff training, the way that mathematics is taught has been reorganised. Much work has been done to improve pupils' mental mathematics and calculation skills. Most teachers plan lessons which engage and interest pupils and build firmly on what they already know. Pupils have access to a range of interesting resources to help them in their mathematical learning. However, evidence from pupils' work shows that they are not given enough opportunities to use and apply their calculation skills in real-life problem-solving situations.
- Classrooms and school corridors are bright and colourful and include celebrations of pupils' work and also resources to support their learning.

The achievement of pupils

requires improvement

- Children start school in the early years with skills that are generally lower than those typical for their age, particularly in language and communication, social skills, reading and writing. In 2014, the assessment results for Year 2 show standards reached were above average because of the continuing good progress pupils make.
- National Curriculum tests at the end of Year 6 were much lower than in previous years. They were average in writing, but well below average in reading and mathematics. Apart from in writing, the attainment of pupils at the higher levels was below the national average. Although more pupils made expected progress than others nationally in writing, too few made the progress they should in reading and mathematics.
- The attainment of disadvantaged pupils in Year 6 in 2014 was about one term behind that of their peers in school in mathematics, almost two terms in writing but about two and a half terms behind in reading. Disadvantaged pupils were only half a term behind pupils nationally in writing, but they were over a year behind in reading and mathematics. This year, they are making much better progress and the gaps are narrowing in all subjects.
- The progress of the most-able pupils requires improvement. In 2014, those pupils who were at Level 3 in reading, writing and mathematics at the end of Year 2 did not make the progress expected of them by the end of Key Stage 2. In writing, they were in line with national averages at Level 5 but were not in reading and mathematics. No pupils achieved Level 6. More-able pupils are not consistently given opportunities to work at a higher level and they frequently undertake the same work as their classmates. This limits the progress they make.
- Pupils make good progress in learning phonics. In 2014, an above-average proportion of pupils achieved the expected standard in the Year 1 phonic screening check. This is contributing to improving standards in reading at Key Stage 1.
- Inspection findings indicate an improving picture. Because the headteacher now regularly and rigorously checks on pupils' progress, and ensures that effective support is provided for those who are falling behind, pupils who have not done well enough in the past are now catching up on previously lost ground.

- The school's pupil assessment and tracking data and work in pupils' books show that pupils' progress is accelerating in both key stages, particularly in Year 2 and Year 6, with consequently better attainment. Pupils currently in Year 6 are well ahead of last year's Year 6 and on track to achieve the ambitious targets set for them.
- Scrutiny of work in books indicates that pupils often learn how to do new calculations but do not have enough opportunities to apply their learning in mathematics lessons.
- Pupils' progress in writing is good at both key stages. However, older pupils, in particular, do not have enough opportunities to redraft their work to add quality and flair, and pupils' weak spelling skills are holding back their attainment in writing. This is because pupils have not been consistently applying the skills they learn in spelling and grammar lessons to improve the quality of their spelling in their writing tasks.
- Disabled pupils and those who have special educational needs receive appropriately targeted support from teachers and teaching assistants, both in lessons and in individual and small-group sessions. As a result, they are doing well this year and gaps in attainment are closing.

The early years provision

is good

- Leadership and management of the early years are good. The early years coordinator plans good opportunities for parents to contribute to their children's learning at home. Communication between home and school is good. Parents receive detailed information about the planned learning activities for the term ahead and willingly provide additional resources to complement the school's resources.
- Children's starting points in the Nursery are generally below those typical for their age. They make rapid progress in their learning and so they are well prepared for their next stage of learning in Year 1. Children of all abilities, including a high proportion of disadvantaged children, make good progress overall. The proportion of children achieving a good level of development is slightly below but increasingly close to the national average. School data and the work that children are doing show that a higher proportion of children are on track to reach a good level of development in 2015.
- Children in the early years are making better progress overall than other pupils in the school. Much has been done to sharpen the understanding of staff about the provision that young children require. The training on tracking children's progress carefully is providing the class teacher with detailed information about children's achievement on a regular basis. The class teacher uses this information well to plan carefully structured activities that meet children's individual learning needs. This is a key reason why children in the early years are making consistently good progress.
- Daily well-planned teaching sessions are building children's skills in a systematic way. Most children count and recognise numbers to 20 and beyond, and most are using letter sounds in their early reading and writing.
- There is a mix of opportunities to learn both within the classroom and outdoors. The outdoor learning is planned effectively for children to develop and consolidate their skills in interesting ways.
- Adults ensure that there are good opportunities for children to answer questions and contribute to class discussions. As a result, children's speaking skills are developing strongly. They talk confidently with adults and their friends.
- Children's personal and social skills are good. They listen attentively, sit and concentrate for good periods of time. They greatly enjoy their learning. Children get on well together, play fairly, take turns and share. Children are taught in a safe and stimulating environment.

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	462554

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Primary
School category	Maintained
Age range of pupils	3–11
Gender of pupils	Mixed
Number of pupils on the school roll	211
Appropriate authority	The governing body
Chair	Sue Finney
Headteacher	Bobbie Caisley
Date of previous school inspection	5 June 2013
Telephone number	01782 297700
Email address	office@bradwell.staffs.sch.uk

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