

# Bradfield Church of England Primary School

Cock Lane, Bradfield Southend, Reading, Berkshire RG7 6HR

<b>Inspection dates</b>	4–5 May 2016
<b>Overall effectiveness</b>	<b>Good</b>
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
Early years provision	Good
Overall effectiveness at previous inspection	Requires improvement

## Summary of key findings for parents and pupils

### This is a good school

- The headteacher, supported by a highly effective governing body, has brought about significant improvements since the previous inspection.
- Owing to a comprehensive plan of training and development, teaching has improved and is now good. Teachers provide clear guidance to pupils that helps them to improve their work.
- Pupils work hard and make good progress to reach standards that are above average at the end of Year 6. Disadvantaged pupils do better than other pupils, particularly in reading and mathematics.
- There is good support for pupils who have special educational needs or disability and so these pupils achieve well.
- Children get off to a good start in the early years. They make good progress across all areas of learning because teaching is effective.
- Pupils feel safe in school. They say that adults are kind and listen to their concerns. Pupils' behaviour is good. They are polite and friendly and they get on well together.
- Pupils study a range of subjects in addition to English and mathematics. There are many additional activities, including trips and visits, that add to pupils' enjoyment of school.
- The school provides a warm and welcoming environment for pupils. This helps to support their spiritual, moral, social and cultural development effectively.
- School leaders, including governors, have a clear view of what they are aiming to achieve. They have high expectations and are well placed to improve further.

### It is not yet an outstanding school because

- The quality of teaching does not ensure that rates of progress for the most able pupils have been rapid enough, particularly in mathematics.
- Some teachers do not expect enough work from pupils in class.
- Not all teachers insist on the highest standards of presentation of pupils' work.
- Some subject leaders are new to their roles and do not yet offer enough support to colleagues to develop the wider curriculum.

## Full report

### What does the school need to do to improve further?

- Continue to improve the quality of teaching so that it can be judged to be outstanding by:
  - raising the level of challenge for the most able pupils, particularly in mathematics
  - ensuring that all teachers set high expectations for the work they require pupils to complete in class.
- Develop the role of subject leaders so that they can help colleagues to develop the wider curriculum.

## Inspection judgements

### Effectiveness of leadership and management is good

- The headteacher, supported by highly skilled governors, strives to ensure that all pupils reach the highest possible standards within a caring and happy atmosphere. One parent echoed the views of many by her written comment: 'I am delighted that Bradfield Primary School is our school and am very thankful to the whole staff team for providing such a nurturing and inspiring environment helping our son to develop, thrive and enjoy learning.'
- Leaders and governors are highly ambitious and have high expectations for staff and pupils. They have a clear understanding of what needs to improve and have taken decisive action to bring about the required changes. Consequently, teaching has improved and pupils achieve well. One member of staff wrote, 'There is a strong vision that all staff and governors share and work very hard to achieve. The school is aspirational and we are constantly striving to achieve the very best for the children.'
- Since joining the school two years ago, the headteacher quickly established a programme of training, coaching and mentoring to help teachers improve their skills. Staff have embraced these opportunities and readily engage in activities to further develop their practice. This has strengthened teamwork as teachers share and celebrate their successes.
- School leaders, often joined by governors, visit classrooms both formally and informally. This gives them a clear view of where teaching can be further improved. Leaders look at work in pupils' books and so they know how well pupils are progressing. Teachers know they are accountable for pupils' progress. Systems to manage their performance are robust with challenging targets based on pupils' progress. School leaders expect teachers to demonstrate their successes before they are financially rewarded.
- School leaders have introduced comprehensive systems to record and track pupils' progress. This allows them to check the progress of individual pupils and take action quickly if a pupil is at risk of falling behind. Consequently, all pupils have equal opportunities to succeed. Discrimination on any grounds is not tolerated.
- The school has been particularly successful in providing effective support for disadvantaged pupils who outperform others in reading and mathematics. The school has used some of the additional funding to provide extra support in classrooms, as well as financial support to help them to do the same activities as other pupils. This has helped them to progress well, and developed their confidence and positive attitudes to learning.
- Currently, the curriculum is heavily based around English and mathematics in order to raise standards in these subjects. Leaders of other subjects are receiving training to help them to support other colleagues as the school prepares to provide a more inspiring and imaginative curriculum. Pupils enjoy learning about life in the past through historical topics and they have produced some high-quality art based on the work of famous artists. There is a good variety of extra activities, including residential visits, which add to pupils' enjoyment of school.
- School leaders have reviewed the use of sports funding and while there have been some successes, they are currently reorganising provision to increase staff skills. Teachers are becoming more skilled and confident in planning and teaching activities including games, gymnastics and dance.
- Pupils have plenty of opportunities to write when learning in other subjects and this has helped them to improve their work. In religious education (RE), they reflect on the lives and beliefs of those from other backgrounds and this helps to promote their spiritual, moral, social and cultural development. The school's ethos promotes British values such as respect, tolerance for others and the rule of law effectively.
- The large majority of parents who responded to Ofsted's online questionnaire, Parent View, agreed that leadership and management are good and that the school responds to any concerns they may have.
- **The governance of the school**
- Governors are highly effective. They bring a good balance of professional skills to challenge school leaders on the quality of education they provide. Governors visit the school frequently and check for themselves that the information provided by the school is accurate. They know how leaders have improved teaching and they have a thorough understanding of school performance information. Minutes of governors' meetings show that they are well organised and ask searching questions of leaders. They have an established programme of visits and meet regularly with leaders at all levels. Governors have a comprehensive understanding of the school's strengths and weaknesses and know what school leaders are doing to bring about further improvements. They work in close partnership with leaders providing an

appropriate balance of support and challenge. They are highly visible throughout the school community.

- The arrangements for safeguarding are effective. Leaders have created a culture in which pupils' safety is paramount. Staff have received training in line with the most recent government guidance and know what to do should a concern be raised. All adults who visit the school are carefully checked and systems ensure that pupils are well looked after in school. School records relating to pupils whose circumstances may make them more vulnerable are robust. The school works very effectively with external agencies to ensure that pupils are safe.

## **Quality of teaching, learning and assessment** is good

- One of the strengths of teaching is the quality of feedback provided for pupils. Teachers constantly check on pupils while they are working and provide clear guidance to address misconceptions, and so pupils make good progress. Pupils are confident and resilient and know that they can learn from making mistakes.
- There are good relationships between staff and pupils and consequently pupils want to work hard. Teachers make learning interesting and this motivates pupils to work hard and do their best. Teachers encourage pupils to talk to share their ideas and ask questions of their own, and this gives pupils the confidence to take risks.
- Some teachers use imaginative methods to capture pupils' interest. For example, in Year 6, the teacher hid several 'Wallys' around the classroom for pupils to find. This reinforced their understanding of prepositions because they had to think about the location and the preposition to which it related. Pupils thoroughly enjoyed this and actively discussed which was the most appropriate preposition when there was more than one option.
- Teachers are skilled at assessing pupils' learning and so provide work that builds on what pupils already know and can do. They provide work that is at the right level for most pupils although there are times when the most able pupils could be further challenged in mathematics.
- Skilled teaching assistants work in close cooperation with teachers and so provide the right kind of support to meet pupils' needs. Sometimes they work with individual pupils who need extra help, and at other times they support groups of pupils by reinforcing the work of teachers.
- Teachers have good subject knowledge that they use well to explain clearly to pupils, so that pupils know what they are expected to learn. They probe pupils by asking questions that allow them to reason and clarify their thinking, and so deepen their understanding.
- Owing to recent training, teachers have improved the way in which they teach spelling, grammar and punctuation. Wherever possible, in lessons other than English and mathematics, there is a strong focus on pupils incorporating their literacy skills in their writing and so they make good progress.
- Although teachers have high expectations, they do not always ensure that pupils complete as much work as they should in class and this slows their progress in some lessons. Not all teachers insist on high standards of presentation and this can lead to errors, particularly in mathematics.

## **Personal development, behaviour and welfare** is good

### **Personal development and welfare**

- The school's work to promote pupils' personal development and welfare is good. Staff have created a warm and nurturing environment in which pupils feel safe and secure. Pupils are friendly, polite and kind. They will often go out of their way to help each other in class and around the school, holding doors open and saying 'thank you'.
- Pupils say adults are helpful and will listen to any concerns they raise. They respect staff and each other and listen carefully in class. Pupils readily cooperate with each other, sharing their ideas and respecting what each other has to say. They say that staff treat everyone fairly and equally and that there is no discrimination.
- Staff work very effectively with outside agencies to ensure that pupils are well looked after. The school provides effective care and support for a very small number of pupils and their families whose circumstances may make them more vulnerable.

- Pupils have a good understanding of different forms of bullying but say it rarely occurs. They have a very good awareness of the need to stay safe when using modern technology. However, they are less clear on the dangers of substances such as tobacco and some non-medicinal drugs that might damage their health.
- The school has taken robust action to improve pupils' attendance and it is now broadly average. However, there are still a small number of pupils who do not arrive for school on time and this leads to an unsettled start to the school day for them.

### **Behaviour**

- The behaviour of pupils is good. Pupils behave well in class and in the playground. They have positive attitudes to learning showing their enjoyment of school. Older pupils are sensitive to the needs of younger pupils and enjoy taking care of them at break times.
- Teachers implement the agreed systems to manage pupils' behaviour consistently so all pupils are aware of their expectations. Pupils know the difference between right and wrong. In class they often explore moral issues such as fairness, respect and the rule of law through subjects such as RE. This contributes towards their good understanding of British values.
- In a very few lessons, where pupils are not sure about what they have to do, they start to chat and fidget and so do not progress as quickly as they should. This is why behaviour is good, rather than outstanding.
- Parents who responded to Parent View or who wrote letters and comments agreed that pupils were happy and safe in school and that they behaved well. Governors and staff support this view.

### **Outcomes for pupils**

### **are good**

- Pupils are well prepared for the next stage of their education. This is because they work hard and make good progress. Pupils enjoy learning and they have positive attitudes towards work.
- Although historically, pupils have not made as much progress as they should, the relentless focus by leaders to drive up standards is having some success. Consequently, current performance information and work in pupils' books shows that they make good progress in most classes.
- Pupils who have special educational needs or disability achieve well from their different starting points. The inclusion leader has streamlined provision to ensure that these pupils get the right support they need in a timely way. Sometimes they are taught in small groups and at other times they receive help in class. Their progress is carefully tracked so that work can be modified if they fail to make progress.
- One of the school's particular successes is the achievement of disadvantaged pupils. From the Reception class onwards, their needs are assessed so that the additional funding can be targeted precisely to their needs. Some pupils are given extra help with reading and writing, and this has allowed them to reach levels that are at least in line with their classmates.
- Pupils' achievement in mathematics is improving because teachers place greater emphasis on deepening their knowledge and understanding of number and the relationships between numbers. This allows pupils to reason and explain their thinking, and so gain a broad understanding of mathematical concepts. However, owing to a legacy of previously weaker teaching, the most-able pupils have not progressed as well in mathematics as they should.
- The school has reorganised the way in which phonics (letters and sounds) is taught and pupils are becoming increasingly confident in blending together letters and sounds to create words and sentences. By the end of Year 2, most pupils have a range of skills that they use to read both for pleasure and for learning. Consequently, they make good progress in reading.
- Pupils in Year 6 say they enjoy reading. One pupil said, 'Reading lets my imagination into another world.' Pupils say they read often in school both in English lessons and to find information. Pupils read fluently and confidently and show good understanding of what they have read.
- Pupils make good progress in writing owing to a stronger focus on basic grammar, spelling and punctuation. They write in English and other subjects, including mathematics, and so practise their skills regularly. Teachers provide timely feedback and this helps them to improve their work. As a result, they develop good writing habits as well as an enjoyment of writing.

## Early years provision

is good

- The early years leader has a good understanding of how young children learn. She has created a stimulating environment in which children feel safe and behave well. There is a good range of resources, toys and equipment that allow children to explore, investigate and make their own choices. This helps them to become independent learners who show resilience and perseverance when undertaking tasks. Children are well prepared for Year 1.
- Children make good progress because teaching in the Reception class is good. Activities allow children to make their own choices, while adults lead others. In one effective mathematics lesson, the teacher used a variety of resources to help children to learn to make different amounts of money using different coins. Children make good progress and reach a good level of development across all areas of learning.
- Staff in the Reception class work closely as a team. They communicate well together so they understand the learning and social and emotional needs of the children. They all observe children and record their learning and development. This information is used to plan next steps for children to enable them to make good progress across all areas of learning.
- Children are confident and self-assured. They take pride in their achievements and enjoy talking to visitors about their learning. Children have very positive attitudes to school and they are polite, friendly and helpful. They get on well together, sharing and taking turns, showing how well staff promote their personal development.
- The early years leader is enthusiastic and knowledgeable about effective early years practice. She knows what is working well and has well-founded plans in place for further development. These link closely to the whole-school improvement plan demonstrating that the early years is a fundamental part of the school.

## School details

<b>Unique reference number</b>	110007
<b>Local authority</b>	West Berkshire
<b>Inspection number</b>	10012269

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

<b>Type of school</b>	Primary
<b>School category</b>	Voluntary aided
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	131
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Robin Hassan
<b>Headteacher</b>	Jenny Slade-Nowell
<b>Telephone number</b>	0118 974 4304
<b>Website</b>	<a href="http://www.bradfield.w-berks.sch.uk">www.bradfield.w-berks.sch.uk</a>
<b>Email address</b>	<a href="mailto:office@bradfield.w-berks.sch.uk">office@bradfield.w-berks.sch.uk</a>
<b>Date of previous inspection</b>	3 July 2014

## Information about this school

- The school is smaller than most primary schools and pupils are taught in single-age classes.
- Most pupils are White British and very few speak English as an additional language.
- The proportion of pupils who have special educational needs or disability is about average.
- The proportion of pupils eligible for pupil premium funding is lower than average. This is additional funding provided by the government to support those pupils who, in this school, are entitled to free school meals or who are looked after.
- The school meets the government's current floor standards. These set out the minimum expectations for pupils' learning and progress.
- The Sunshine Club provides 'wrap-around care' for pupils at the start and end of the school day. It is not managed by the governing body and did not form part of this inspection.

## Information about this inspection

- The inspector observed pupils working in nine lessons, most of which were jointly observed with the headteacher. The inspector looked at work in pupils' books and listened to pupils read. The inspector attended an assembly and observed pupils in class and as they moved around the school.
- The inspector held discussions with school leaders, three governors, including the chair of governors and groups of pupils. A discussion also took place between the inspector and a representative from the local authority.
- The inspector scrutinised a range of documentation including pupils' assessment information, minutes from governors' meetings, school improvement plans and other information relating to this inspection. Policies showing how the school keeps pupils safe were thoroughly scrutinised.
- The views of parents were taken into account by analysing the 50 responses to Parent View. The inspector also took into account three letters received from parents. The views of staff were considered by analysing the 18 responses to the staff survey.

## Inspection team

Joy Considine, lead inspector

Ofsted Inspector



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