

# Inspection of Bredbury Green Primary School

Clapgate, Romiley, Stockport, Cheshire SK6 3DG

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Inspection dates: 23 and 24 February 2022

## **Overall effectiveness**

## **Requires improvement**

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The quality of education

**Requires improvement**

Behaviour and attitudes

**Good**

Personal development

**Good**

Leadership and management

**Requires improvement**

Early years provision

**Good**

Previous inspection grade

Not previously inspected

## **What is it like to attend this school?**

Pupils love coming to this friendly and happy school. They describe their teachers as kind. Pupils feel safe in school. They are confident that their teachers will address any instances of bullying swiftly.

Leaders are ambitious for all pupils to achieve well, including those with special educational needs and/or disabilities (SEND). However, pupils do not achieve as well as they should in subjects other than English and mathematics. They do not have a secure knowledge of some important parts of the curriculum. This is because, in some subjects, leaders have not made it clear enough to teachers what pupils should learn.

Pupils enjoy the interesting lessons that their teachers provide for them. Pupils learn lots about the wider world. They enjoy taking part in challenging discussions and finding out about social concerns such as protecting the rights of refugees and the implications of war. Pupils develop as articulate, thoughtful and confident individuals.

Pupils appreciate the wide range of clubs and activities on offer. For example, pupils enjoy taking part in computing, choir and drama clubs. They described how much they enjoy spending time and learning in the school's forest area.

Pupils are well behaved in lessons and around school. Older pupils are kind and helpful role models. They help younger pupils to stay active and happy at playtimes.

## **What does the school do well and what does it need to do better?**

Leaders have taken effective steps to improve pupils' learning in mathematics and English. Leaders have ensured that pupils build their knowledge in well-planned steps in these subjects. For example, in mathematics, pupils develop their understanding of number in a logical sequence, starting in the early years.

In each class, teachers provide interesting and varied books for pupils to read and enjoy. Pupils value reading. They read regularly for pleasure. Staff help children to listen to, and begin to recognise, sounds when they start in the Nursery class. In phonics lessons, pupils practise and build on their early reading skills. Staff provide regular support for any pupils who need additional help in learning to read. Leaders have taken recent steps to ensure that the books that pupils read are matched closely to the sounds that they learn in class. This is helping those pupils who struggle to read fluently to develop their knowledge of phonics.

In subjects other than mathematics and English, leaders have not ensured that teachers are clear enough about what pupils should know to design learning sufficiently well. This means that pupils do not learn the intended curriculum as well as they should. Leaders have thought carefully about how the curriculum will develop pupils' understanding of diversity. However, leaders have not considered the most important knowledge that pupils need to learn in these subjects. As a result,

pupils do not develop a secure knowledge of some important aspects of the curriculum. For example, older pupils have only a superficial knowledge of mapping skills in geography.

Staff routinely check how well pupils are learning the curriculum. However, sometimes these checks do not identify when pupils have not learned or remembered important knowledge.

Leaders have taken steps to improve how well staff identify the needs of pupils with SEND. Leaders and staff work together to ensure that these pupils access the same curriculum as their peers. Leaders ensure that staff benefit from regular training to improve their expertise in supporting pupils with SEND. For example, teachers use appropriate and useful visual aids to help pupils with specific communication needs.

Children in the specialist resourced provision thrive. Teachers provide a carefully planned curriculum that is matched closely to children's individual needs. The early years classrooms provide calm, well-resourced and attractive areas for these children to enjoy. Staff provide a range of beneficial therapies, for example, to address children's sensory needs.

Pupils behave well. They take pride in their work and try their best. This begins in the early years. In the Nursery and Reception classes, children settle quickly. They play and learn with concentration and enjoyment.

Leaders ensure that pupils have ample opportunities for personal and social development. In the early years, children learn to listen carefully and follow instructions. Two-year-old children are well supported by skilled staff to develop their confidence and independence. Pupils develop as active citizens and are fully involved in school life. For example, older pupils are proud of their leadership roles, such as learning ambassadors and members of the school council. Pupils develop a mature understanding of the importance of equality. They value different cultures.

The trust, local governing body and leaders in school share a determination to continue the school's journey of improvement. The trust and governors provide a careful balance of support and challenge to leaders.

Committed staff are proud to work at the school. They feel highly valued. Teachers, including those new to their careers, appreciate the opportunities that leaders provide for them to develop professionally. Leaders consider the workload and well-being of staff when making decisions.

Parents and carers share the pride that staff and pupils have in the school. They recognise the improvements that the leadership team has made.

## Safeguarding

The arrangements for safeguarding are effective.

Leaders ensure that staff have regular safeguarding training. Staff are alert to possible signs of abuse. They report any concerns to leaders quickly.

Leaders work closely with a range of external agencies to protect pupils. Leaders ensure that pupils and their families get the support that they need.

Through the curriculum, pupils find out about a range of situations which may lead to harm. For example, pupils learn about the dangers of drug and alcohol misuse. Pupils know that they should speak to a trusted adult if the actions of others make them feel uncomfortable or unsafe.

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

### (Information for the school and appropriate authority)

- In subjects other than mathematics and English, leaders and teachers are not clear enough about the curriculum content that pupils should learn. This means that, sometimes, pupils are not prepared for their next steps in the curriculum. Leaders should develop further their curriculum thinking and ensure that teachers are clear about the sequence of knowledge that pupils need to learn and remember. Leaders should use this information to ensure that teachers provide appropriate and balanced coverage of these important aspects of the curriculum, so that pupils secure their knowledge before moving on to new learning.
- In subjects other than mathematics and English, the checks that teachers make on pupils' learning do not identify sufficiently well those aspects of the curriculum that pupils do not know or understand. This means that some pupils have gaps in their knowledge. Leaders should ensure that teachers use assessment strategies well to ensure that pupils' earlier learning is secure.

## How can I feed back my views?

You can use [Ofsted Parent View](#) to give Ofsted your opinion on your child's school, or to find out what other parents and carers think. We use information from Ofsted Parent View when deciding which schools to inspect, when to inspect them and as part of their inspection.

The Department for Education has further [guidance](#) on how to complain about a school.

If you are the school and you are not happy with the inspection or the report, you can [complain to Ofsted](#).

## Further information

You can search for [published performance information](#) about the school.

In the report, '[disadvantaged pupils](#)' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route.

## School details

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| <b>Unique reference number</b>             | 145054   |
| <b>Local authority</b>                     | Stockport  |
| <b>Inspection number</b>                   | 10212112   |
| <b>Type of school</b>                      | Primary  |
| <b>School category</b>                     | Academy sponsor-led  |
| <b>Age range of pupils</b>                 | 2 to 11  |
| <b>Gender of pupils</b>                    | Mixed  |
| <b>Number of pupils on the school roll</b> | 267  |
| <b>Appropriate authority</b>               | Board of trustees  |
| <b>Chair of trust</b>                      | Helen White  |
| <b>Headteacher</b>                         | Helen Moorcroft  |
| <b>Website</b>                             | <a href="http://www.bredburygreenprimary.com">www.bredburygreenprimary.com</a> |
| <b>Date of previous inspection</b>         | Not previously inspected   |

## Information about this school

Bredbury Green Primary School converted to become an academy school on 1 September 2017. When its predecessor school, Bredbury Green Primary School, was last inspected by Ofsted, it was judged to be inadequate.

- The school does not use alternative provision.
- There have been significant changes in staffing since the school opened. These include the appointment of a new executive headteacher and head of school.
- The school has nursery provision for two-year-olds.
- The early years also offers specialist resourced provision for children who have complex special educational needs and/or disabilities. A small number of Reception Year and Nursery children attend this provision.

## Information about this inspection

The inspectors carried out this inspection under section 5 of the Education Act 2005.

- This was the first routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed the impact of the pandemic with leaders and have taken that into account in their evaluation of the school.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, geography and history. For each deep dive, inspectors met with subject leaders to discuss curriculums, visited a sample of lessons, spoke with teachers, spoke with some pupils about their learning and looked at samples of pupils' work. Inspectors observed pupils reading to a familiar adult. Inspectors also reviewed curriculums, looked at pupils' workbooks and spoke with leaders and pupils about some other subjects.
- Inspectors spoke with pupils about school life, including behaviour.
- Inspectors held meetings with a range of staff, including the executive headteacher, head of school, deputy headteacher and the school's interim special educational needs coordinator. They spoke with governors and the chief executive officer of the trust.
- Inspectors spoke with the school's social worker and with a representative of the local authority.
- Inspectors considered responses to Ofsted Parent View. They spoke with parents at the start of the school day. Inspectors considered the responses to Ofsted's online questionnaire for staff. There were no responses to the pupil survey.
- Inspectors reviewed a range of documentation about safeguarding. They spoke with staff to understand how they keep pupils safe. They reviewed the school's record of checks undertaken on newly appointed staff.
- Inspectors spoke with a range of staff to discuss leaders' support for them.

## Inspection team

Elizabeth Stevens, lead inspector

Her Majesty's Inspector

Louise McArdle

Ofsted Inspector

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