

# Inspection of a good school: Bradwell CofE (Controlled) Infant School

Church Street, Bradwell, Hope Valley, Derbyshire S33 9HJ

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Inspection date: 19 July 2022

## **Outcome**

There has been no change to this school's overall judgement of good as a result of this initial (section 8) inspection. However, the evidence gathered suggests that the inspection grade might not be as high if a full inspection were carried out now. The next inspection will therefore be a full (section 5) inspection.

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

Bradwell Church of England Infant School is a happy school where care for pupils comes first. Pupils have absolute confidence that the adults in school will help them if they have a worry or problem. Pupils know what bullying is and say that it does not really happen in their school. Pupils trust their teachers to make it stop straight away if it ever happened.

Pupils welcome visitors. They introduce themselves and show interest in why they have come to visit their school. They give their ideas and opinions respectfully. Pupils are positive advocates for the school.

The school plays a central role in the village. It enjoys a close relationship with the local church and is part of a number of local projects, including a community orchard. Parents say that they feel part of their child's education. Parents value the sense of community.

Pupils study a curriculum that is well planned in core subjects such as reading and mathematics. This is not the case in a significant number of other subjects. In these subjects, pupils do not learn as well as they could.

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

Pupils study a broad and balanced curriculum. In some subjects, the curriculum has been carefully planned and is suitably ambitious. For example, leaders have recently introduced a new programme for the teaching of phonics. The mathematics curriculum is logically ordered so pupils can build on what they know. Teachers use the scheme they have adopted skilfully. They make sure that pupils understand key learning before moving on to new concepts. Teachers regularly check what pupils have learned. For example, they know that pupils need more practice in recalling mathematical facts.

Leaders have not thought as carefully about the curriculum in some other subjects. They have not identified the important information that pupils need to know and remember. Teachers do not have clear guidance on what they need to teach and when. Pupils' new learning does not build on prior learning. This prevents pupils from learning as much as they could in these subjects.

School leaders have not identified which teachers are responsible for leading each subject. Teachers lack the subject expertise they need to support their colleagues successfully. Leaders have not provided sufficient training for staff so that they understand how they can do this effectively. As a result, in some subjects, leaders do not know how well the subject is being taught or how teaching can be improved.

Pupils with special educational needs and/or disabilities (SEND) are fully included in all lessons. However, leaders have not ensured that there are clear systems in place to make sure that pupils with SEND are formally identified. Currently, the support these pupils receive is not routinely reviewed and adjusted to make sure that they do as well as they can.

Leaders are committed to teaching pupils to read fluently and with understanding. Pupils begin to learn phonics from the start of the Reception Year. Staff have completed training to ensure that they teach phonics well. Pupils' phonic knowledge is regularly assessed. The books pupils read are closely matched to the sounds they know. As a result, pupils are positive about reading and consider themselves to be good readers.

Leaders have high expectations of pupils' behaviour. Pupils demonstrate positive attitudes to learning. Even on the hottest day at the end of term, they remained focused in lessons. Pupils know the school routines well. These are firmly established from the moment that pupils join the school.

Pupils' personal development is a priority for the school. Leaders want pupils to have meaningful experiences that will prepare them well for the next stage in their education. Pupils have a voice in school. Every pupil, from the youngest to the oldest, is part of 'School Forum'. Pupils and staff sit down together to talk about their ideas or discuss issues that arise. One pupil said, 'Everyone talks about what to stop and what to improve.' Pupils are accepting of one another. They know that everyone deserves to be respected.

Leaders and staff work closely together. They know how important it is to support each other in this small school. While governors, leaders and staff are positive about the school, they recognise that there is significant work to be done to improve the school's curriculum.

## **Safeguarding**

The arrangements for safeguarding are effective.

Safeguarding pupils is prioritised. Staff receive the training they need to spot pupils who may be at risk of harm. They pass on their concerns about pupils promptly, even when their concerns may seem small.

Safeguarding leaders take appropriate action to make sure that pupils are safe. Leaders carry out the essential recruitment checks for adults who work in the school.

Pupils learn about the risks they may face and how to keep safe. For example, they learn about stranger danger, and how to stay safe on the road and when learning online.

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

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

- In some subjects, leaders have not designed a curriculum that identifies the key knowledge that pupils need to know and remember. This means that teachers are not able to provide lessons that support pupils to learn well over time. Leaders should ensure that they complete the curriculum for all subjects and give careful consideration as to how learning is sequenced; this is so that pupils' knowledge of each subject deepens as they move through the school.
- In many subjects, curriculum leaders have not received the training or time they need to develop a clear overview of their subject. They are unable to provide their colleagues with expert support and guidance. Leaders must urgently ensure that curriculum leaders receive the training they need to become skilled and effective in their role.
- Leaders have not ensured that there are clear systems in place for the identification of pupils with SEND. In addition, leaders do not routinely review the impact of the support that pupils with SEND receive. This means that leaders cannot be confident about what is working well for these pupils and what further support they need. Leaders should make sure that the school's leader for SEND has appropriate training so that they can provide the expert guidance that staff need to identify and review how well pupils with SEND achieve.

## **Background**

When we have judged a school to be good, we will then normally go into the school about once every four years to confirm that the school remains good. This is called a section 8 inspection of a good or outstanding school, because it is carried out under section 8 of the Education Act 2005. We do not give graded judgements on a section 8 inspection. However, if we find evidence that a school would now receive a higher or lower grade, then the next inspection will be a section 5 inspection. Usually this is within one to two years of the date of the section 8 inspection. If we have serious concerns about safeguarding, behaviour or the quality of education, we will deem the section 8 inspection as a section 5 inspection immediately.

This is the second section 8 inspection since we judged the school to be good in June 2013.

## 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

<b>Unique reference number</b>	112803
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10211645
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	5 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	35
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Chris Furness
<b>Headteacher</b>	Geoffrey Wharton
<b>Website</b>	<a href="http://www.bradwellinfantschool.co.uk">www.bradwellinfantschool.co.uk</a>
<b>Date of previous inspection</b>	12 January 2017, under section 8 of the Education Act 2005

## Information about this school

- The school is part of the Diocese of Derby. The school's most recent section 48 inspection took place in February 2018.
- The school does not use any alternative provision.

## Information about this inspection

- 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 met with the headteacher. They also spoke to subject leaders and members of staff. The lead inspector held a telephone conversation with a representative of the local authority and met with four members of the governing body, including the chair of governors.
- Inspectors carried out deep dives in these subjects: reading, mathematics and history. For each deep dive, inspectors met with subject leaders, visited lessons, talked to pupils and looked at pupils' work. The lead inspector observed pupils in each year group reading to a member of staff.

- To evaluate the effectiveness of safeguarding, inspectors spoke to staff and pupils. The lead inspector met with the designated safeguarding leader to review records and the actions taken. Inspectors also reviewed the checks made to ensure that adults employed by the school are safe to work with children.
- Inspectors observed pupils' behaviour in lessons and around the school, including during collective worship. Inspectors also spoke to pupils and staff about their views on behaviour in the school.
- Inspectors considered responses from parents to Ofsted's online survey and spoke to parents at the start of the school day.

### **Inspection team**

Caroline Poole, lead inspector

Her Majesty's Inspector

Ben O'Connell

Ofsted Inspector

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