

# Inspection of New Bradwell Primary School

Bounty Street, New Bradwell, Milton Keynes, Buckinghamshire MK13 0BQ

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Inspection dates: 13 and 14 December 2023

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Outstanding</b>
Personal development	<b>Outstanding</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Outstanding

The headteacher of this school is Sebastian Gray. This school is part of The Grand Union Partnership, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer, Phil Webster, and overseen by a board of trustees, chaired by Andrew Brodie, who is responsible for this school and four others.

This school was last inspected under section 5 of the Education Act 2005 11 years ago and judged 'Outstanding' under a previous inspection framework. This reflected the school's overall effectiveness under the inspection framework in use at the time.

From then until November 2022, the school was exempted by law from routine inspection, so there has been a longer gap than usual between graded inspections under section 5 of the Act. Judgements in this report are based on the current inspection framework and also reflect changes that may have happened at any point since the last graded inspection.

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

Pupils thrive at New Bradwell Primary School. The school is determined that all pupils will achieve their very best. Parents are overwhelmingly positive about the work of the school, with one stating that the 'curriculum is challenging and varied and gives the children scope to explore their interests and achieve goals'.

Pupils' behaviour is exemplary in lessons and around the school. Staff know the pupils very well and there are positive and trusting relationships. Young leaders demonstrate great maturity while undertaking their duties such as being librarians and playground pals. The school's lunchtimes are social times, which are happy and joyful occasions. Pupils develop a strong sense of right and wrong, understanding that everyone has a moral code to follow. They demonstrate high levels of self-discipline throughout the school.

Pupils benefit from an impressive extra-curricular offer. Many take part in numerous clubs and activities, including the school orchestra and performing at local and national events. The extensive sports provision enables all pupils, regardless of abilities, to access a wider range of activities. The take-up of clubs is high, meeting the needs of all pupils.

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

Leaders have built a remarkably well-considered and cohesive offer to guarantee that the school's curriculum goes beyond the academic. The school's character development work, which begins in the early years, is a strength. Pupils access a comprehensive outdoor learning programme where they grow fruit and vegetables and learn about their local environment. Experience days such as 'art appreciation' provide pupils with opportunities to engage with a variety of artists chosen from different cultures and faiths. Pupils have excellent opportunities to develop a wide range of talents and interests. In music, pupils can learn how to play a variety of instruments from a wide range of musical genres taught by specialist teachers. There are also established links with local music groups such as the New Bradwell Silver Band. The richness of the arts curriculum goes beyond music, with pupils receiving specialist dance teaching and sharing their skills through performances.

Leaders have developed an ambitious curriculum which begins in the early years. The important knowledge pupils are to learn has been identified and sequenced across the curriculum. Currently, leaders are refining a small number of subjects to strengthen this further. The core curriculum is well established, with assessment used to carefully track progress and identify those requiring additional support. This is effective, and most pupils achieve well in these subjects.

Leaders are highly ambitious for pupils with special educational needs and/or disabilities (SEND). The school identifies, assesses, and meets the needs of pupils with SEND successfully. Pupils from the school specialist SEND provision, the department, benefit from a highly tailored provision designed to meet their identified

targets. The school ensures that all pupils with SEND are fully involved in all aspects of school life. For example, pupils partake in the school's enrichment offer, attending trips and accessing the outdoor learning area.

From early on, pupils foster a love for literature, and many read widely and often. They delight in hearing new stories and love the diverse range of books and authors planned across the curriculum. Initiatives such as 'book advent' build on this further, with many pupils using this opportunity to recommend their favourite books to their peers. The school's phonics provision is highly successful and delivered by expert staff. The programme, which begins in the early years, ensures that pupils quickly become fluent and confident readers.

Across the curriculum, activities are mostly chosen carefully to build on pupils' prior knowledge. Where subject knowledge is strong, teachers model complex ideas using resources well. For example, in a geography lesson, adults used polystyrene and plasticine in water to teach pupils how continents move. Teachers check pupils' understanding in lessons well and use this to inform their teaching so that it addresses any misconceptions. However, information from checks on pupils' progress over time in the foundation subjects is not yet used as well. In these areas, teachers do not have as much clarity about pupils' understanding of key knowledge over time to help them plan future learning that supports pupils to retain that knowledge.

Trust leaders, including trustees, provide high-quality oversight and targeted support. Staff benefit from a range of bespoke training programmes and support from the trust. The newly appointed headteacher has a clear vision for the school and is putting into place effective plans, including ongoing improvement to curriculum leadership. Currently, some subject leaders are new to their roles, and the quality of guidance given to staff varies across the curriculum. Leaders have rightly prioritised this as an area of development.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- Assessment arrangements within a number of foundation subjects are in development and not yet used consistently well. Teachers are therefore not always confident in knowing how secure pupils are in their understanding of key knowledge. The school should ensure assessment is used well so that pupils know and remember more over the long term.
- There is variation in the experience and expertise of subject leaders, with some being new to their posts. As a result, not all subject leaders are providing teachers with the support they need to implement the curriculum more

successfully. The school should ensure that subject leadership across the whole curriculum supports staff consistently well in delivering a high-quality learning experience for pupils.

## 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.

## Further information

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

In the report, 'disadvantaged pupils' is used to mean pupils with special educational needs and/or disabilities (SEND); pupils who meet the [definition of children in need of help and protection](#); pupils receiving statutory local authority support from a social worker; and pupils who otherwise meet the criteria used for deciding the school's [pupil premium funding](#) (this includes pupils claiming free school meals at any point in the last six years, looked after children (children in local authority care) and/or children who left care through adoption or another formal route).

## School details

<b>Unique reference number</b>	144424
<b>Local authority</b>	Milton Keynes
<b>Inspection number</b>	10296519
<b>Type of school</b>	Primary
<b>School category</b>	Academy converter
<b>Age range of pupils</b>	3 to 11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	616
<b>Appropriate authority</b>	Board of trustees
<b>Chair of trust</b>	Andrew Brodie
<b>CEO of the trust</b>	Phil Webster
<b>Headteacher</b>	Sebastian Gray
<b>Website</b>	<a href="http://www.newbradwellschool.com/">http://www.newbradwellschool.com/</a>
<b>Dates of previous inspection</b>	22 May 2012, under section 5 of the Education Act 2005

## Information about this school

- The headteacher was appointed in September 2023.
- The school hosts an autism specialist provision for the local authority. The provision, locally known as 'the department', is currently catering for 24 pupils.
- The school's before- and after-school childcare provision is managed by an external provider.
- The school does not currently use alternative providers.

## Information about this inspection

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

- Inspections are a point-in-time judgement about the quality of a school's education provision.

- 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 and other senior leaders. They also met with members of the local academy committee and representatives from the trust.
- Inspectors carried out deep dives in these subjects: early reading, mathematics, history, geography, French and computing. For each deep dive, inspectors discussed the curriculum with subject leaders, visited a sample of lessons, spoke to teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- During the inspection, inspectors met with a range of pupils to discuss their views about the school and talked to them informally during social times.
- To inspect safeguarding, inspectors spoke to the safeguarding leader and scrutinised a wide range of information, including a selection of the school's records. They also spoke to staff and pupils about safeguarding and looked at how pupils learn to keep safe.
- Inspectors met some parents to gain their views of the school. They reviewed the responses to Ofsted's online survey, Ofsted Parent View. They also took account of staff responses to Ofsted's online questionnaire.

### **Inspection team**

Laura James, lead inspector	His Majesty's Inspector
Darren Aisthorpe	Ofsted Inspector
Ian Elkington	Ofsted Inspector
Toby Martlew	His Majesty's Inspector

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