

# Inspection of Bradwell CofE (Controlled) Infant School

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

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Inspection dates: 15 and 16 May 2024

<b>Overall effectiveness</b>	<b>Good</b>
The quality of education	<b>Good</b>
Behaviour and attitudes	<b>Good</b>
Personal development	<b>Good</b>
Leadership and management	<b>Good</b>
Early years provision	<b>Good</b>
Previous inspection grade	Not previously inspected under section 5 of the Education Act 2005

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

This small school sits at the heart of the local community. Pupils happily skip into school, greeted with big smiles from the staff. Staff know pupils well and care deeply for their well-being. There is a real 'family feel' at this school. Pupils feel safe and love learning.

Pupils are polite and helpful. They live up to the school's high expectations of their behaviour and learning. Pupils model the values of 'we are kind, we share, we are polite, we care'. One pupil, typical of many, said, 'Our school respects everyone.' Staff model the behaviours they expect of pupils. This in turn leads to impressive behaviour throughout the school.

The school provides a range of experiences to enrich the curriculum. Pupils contribute widely to the local community. For example, pupils grow and sell their own vegetables. They have used the money they have raised to sponsor a hearing dog. Pupils sing in the nearby Peace Garden, with members of the community joining in. They sing with great gusto to 'Try Anything'. This teaches them to develop their resilience. From duck racing to planting bulbs in the local vicarage garden, pupils make a positive difference to life in the village.

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

Since the last inspection, new school leadership, along with support from the governors, has reinvigorated the school. The school has a strong vision and a relentless determination for all pupils to achieve their best. Pupils, including those with special educational needs and/or disabilities (SEND) achieve well.

The school has ensured that curriculum development has moved at pace. The curriculum sets out clearly the key content that pupils will learn and the sequence of learning, from Reception to Year 2. Pupils talk about their learning with confidence. In subjects such as phonics and mathematics, the school makes checks on the precise knowledge that pupils have learned. The school uses this information to adapt the curriculum accordingly. In other subjects, the school does not have a clear and accurate understanding of the impact of the curriculum on pupils' knowledge.

The school sees reading as the gateway to pupils' success. Children learn phonics from the start. They benefit from highly effective phonics teaching in the early years and across the school. Reading books match the sounds that pupils know. Staff are skilled in teaching reading. This means that they are able to identify any pupils at risk of falling behind and provide the support they need to keep up. Pupils develop a love of stories and can talk about their favourite books.

Pupils with SEND have their needs identified at an early stage. Adult support, and adaptations to the work that they provide for pupils to complete, mean that pupils with SEND are well supported in class. Pupils with SEND learn the curriculum alongside their peers.

Children in the early years get off to a flying start. Adults plan activities that stimulate children's interests and provide meaningful opportunities to learn. Children are polite, independent, curious learners. They love to celebrate each other's achievements, saying, 'Well done, that is really good.' when proudly sharing their learning.

Pupils follow routines and behave well. At playtimes, older pupils happily play with younger children. Pupils' strong attendance reflects their positive attitudes to learning.

The school is keen to support pupils' aspirations and to help them to understand future career opportunities. Parents and carers come into school to speak to pupils about their jobs. Even at a young age, pupils are budding surgeons and hairdressers.

The school's curriculum extends beyond the academic. Pupils enjoy a range of leadership opportunities such as eco and school councillors. They learn about difference and diversity. While pupils show respect for others, their knowledge of different faiths and values is not secure.

Parents are overwhelmingly positive about the school. Typical comments include, 'I love this school and the staff, they are truly wonderful people.' Staff report strong teamwork and high staff morale. They feel well supported by leaders and governors.

## **Safeguarding**

The arrangements for safeguarding are effective.

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

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

- In some subjects, the school does not have a clear overview of whether pupils have learned the key curriculum content successfully. This means that the school is not able to use this insight to adapt the curriculum with precision. The school should ensure that assessment is used effectively in order to evaluate how well pupils are learning the knowledge, skills and vocabulary intended in all subjects and make suitable adjustments where appropriate.
- While pupils are respectful of difference, some pupils are not aware of the significance of British values to them and do not have a broad understanding of a range of faiths and cultures. This means that they are not as prepared as they could be for life in modern Britain. The school should ensure that pupils have a clear understanding of differing faiths and cultures and an awareness of the significance of British values to them.

## 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>	112803
<b>Local authority</b>	Derbyshire
<b>Inspection number</b>	10288307
<b>Type of school</b>	Infant
<b>School category</b>	Voluntary controlled
<b>Age range of pupils</b>	4 to 7
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	29
<b>Appropriate authority</b>	The governing body
<b>Chair of governing body</b>	Andrew Cowell
<b>Headteacher</b>	Rebecca Gordine
<b>Website</b>	<a href="http://www.bradwellinfantschool.co.uk">www.bradwellinfantschool.co.uk</a>
<b>Date of previous inspection</b>	19 July 2022, under section 8 of the Education Act 2005

## Information about this school

- Since the last inspection, a new headteacher was appointed, and took up post in September 2022.
- The school does not make use of alternative provision.
- The school is part of the Diocese of Derby. The last section 48 inspection took place in February 2018. This is an inspection of the school's religious character.

## 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 second routine inspection the school received since the COVID-19 pandemic began. Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.

- Inspectors spoke with the headteacher, senior teacher and a range of staff. They held meetings with the special educational needs coordinator, curriculum leaders, staff and governors, including the chair of the governing body. The lead inspector spoke with a representative from the local authority.
- Inspectors carried out deep dives in early reading, mathematics and computing. For each deep dive, inspectors held discussions about the curriculum, visited a sample of lessons, spoke with teachers, spoke to some pupils about their learning and looked at samples of pupils' work.
- The lead inspector discussed the art and history curriculum with leaders and looked at samples of pupils' work.
- To evaluate the effectiveness of safeguarding, the inspectors reviewed the single central record; took account of the view of leaders, staff and pupils; and considered the extent to which the school has created an open and positive culture around safeguarding that puts pupils' interests first.
- Inspectors considered the responses to the Ofsted Parent View online survey. They also spoke with parents at the end of the school day. Inspectors considered the responses to the staff survey.
- The inspectors observed pupils' behaviour in lessons and around the school site.

### **Inspection team**

Kirsty Norbury, lead inspector

His Majesty's Inspector

Kelly Royle

Ofsted Inspector

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