

Inspection of Bredbury Green Primary School

Clapgate, Romiley, Stockport, Cheshire SK6 3DG

Inspection dates: 25 and 26 June 2024

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| Overall effectiveness | Good |
| The quality of education | Good |
| Behaviour and attitudes | Good |
| Personal development | Good |
| Leadership and management | Good |
| Early years provision | Good |
| Previous inspection grade | Requires improvement |

The headteacher of this school is Helen Moorcroft. This school is part of The Education Learning Trust, which means other people in the trust also have responsibility for running the school. The trust is run by the chief executive officer (CEO), Michelle Murray, and overseen by a board of trustees, chaired by Helen White.

What is it like to attend this school?

Pupils, including those with special educational needs and/or disabilities (SEND), at Bredbury Green Primary School thrive in all aspects of their development. The vision of 'inspire, empower' runs like a golden thread through all parts of school life. Pupils, and children in the early years, come into school with smiles on their faces, happy to see their friends and the staff.

Pupils typically behave well during lessons. Classrooms are calm and purposeful. Pupils trust that staff will help them with any worries or concerns that they may have. Pupils strive to be the best that they can be. They are polite, respectful and well mannered. The specially resourced provisions for pupils with SEND (specially resourced provision) are oases of serenity.

The school has high expectations for pupils' achievement. It has raised the ambition of the curriculum and ensured that pupils benefit from a high quality of education. Most pupils, including those with SEND, achieve well and enjoy their learning.

Pupils relish the variety of opportunities that are on offer. They talked highly of the trips, experiences and high school transition activities that they can take part in. Pupils are especially proud of their learning ambassador roles. As part of these 'jobs', they take part in subject reviews and celebrate the behaviour of other pupils in school.

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

From the beginning of the early years to the end of Year 6 the school has designed a broad and rich curriculum. The curriculum is ambitious for pupils, including for those with SEND. The additional needs of pupils with SEND, including those who access the specially resourced provisions, are identified early. Staff are adept at supporting these children and pupils well. They adapt their curriculum delivery effectively to meet pupils' individual needs.

Most curriculum areas are well designed. The school has structured the curriculum so that pupils build their knowledge and make connections in learning over time. However, there are some subjects that have not been as well thought through. In these subjects, the school has not identified the key knowledge and vocabulary that it wants pupils to learn. This hinders pupils from learning all that they should.

In these subjects, the school does not check well enough how effectively staff implement these subject curriculums. As a result, it is not able to spot when the curriculum is not taught as well as intended. It also means that the school is not able to spot when staff need additional training and support. As a result, there is uneven coverage of these subjects. This causes some gaps in what pupils know and can do.

The teaching of reading is a high priority throughout the school. Staff are trained to deliver the school's phonics programme successfully. Children in the Nursery Year delight in exploring well-loved stories, songs and rhymes together. This prepares them well for the phonics programme when they start in the Reception Year. By the end of Year 1, most pupils use their secure phonics knowledge to read familiar and unfamiliar words quickly and accurately. Pupils hone their reading knowledge by practising with books that are well matched to the sounds that they know. Staff provide effective support to the small number of pupils who need additional help to secure their phonics knowledge. This approach helps pupils to learn to read with confidence and to develop into fluent and accurate readers.

Pupils continue to expand their reading knowledge in key stage 2 through exposure to a range of high-quality literature. They enjoy reading. Older pupils flourish in their reading buddy role where they help younger pupils learn to read. Pupils in key stage 2 enjoy progressing up the reading awards ladder. Year 6 pupils strive to earn a book of their choice and a milkshake. In these ways, pupils are well supported to develop a strong love of reading.

Pupils, and many families, feel well supported by the provision that the school puts in place to help them. The school's work to promote regular attendance is very attentive and thorough. This work means that attendance rates are improving.

Pupils' conduct is strong. In the early years children develop excellent learning behaviours, high levels of concentration and resilience. Children build seamlessly on these learning behaviours as they move into key stage 1. Pupils, including those in the specially resourced provisions, behave well during lessons and they demonstrate positive attitudes to their learning. Year 6 pupils are patient with those from younger age groups. They carry out their play leader roles with other pupils diligently.

The school offers a broad range of experiences to support pupils' personal development. Pupils develop their talents and interests through accessing a wide range of extra-curricular clubs and activities. They have opportunities to contribute to the wider community and enjoy singing in the choir at local venues. Pupils have a strong understanding of diversity and of fundamental British values, including how these relate to their lives. They are passionate about ensuring everyone is treated fairly and equally. This means that pupils are well prepared for life in modern Britain.

Governors and trustees carry out their statutory duties effectively. Since the last inspection, they have been assiduous in holding the school to account for its work to improve the quality of education. The school has due regard for staff's well-being when making decisions. For example, when changes were made to the curriculum, staff were engaged in the process and any impact on their workload was considered fully.

Safeguarding

The arrangements for safeguarding are effective.

What does the school need to do to improve?

(Information for the school and appropriate authority)

- In a few subjects, the curriculum does not identify the most important vocabulary and knowledge that the pupils should learn. This prevents some pupils from learning all that they should. The school should ensure that staff have the guidance that they need to know what knowledge and vocabulary should be taught and emphasised.
- Some subject curriculums are not being delivered as the school intends. This causes some pupils to have an uneven learning experience during their time in school. The school should ensure that it checks the delivery of the curriculums in these subjects. This is so it can spot, and then address, gaps in teachers' expertise so that pupils progress smoothly through each curriculum.

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

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| Unique reference number | 145054 |
| Local authority | Stockport |
| Inspection number | 10337713 |
| Type of school | Primary |
| School category | Academy sponsor-led |
| Age range of pupils | 3 to 11 |
| Gender of pupils | Mixed |
| Number of pupils on the school roll | 257 |
| Appropriate authority | Board of trustees |
| Chair of trust | Helen White |
| CEO of the trust | Michelle Murray |
| Headteacher | Helen Moorcroft |
| Website | www.bredburygreenprimary.com |
| Dates of previous inspection | 23 and 24 February 2022, under section 5 of the Education Act 2005 |

Information about this school

- The school has a specially resourced provision for up to 12 nursery-aged children with a range of complex needs. There are currently 10 children who access this provision. Most children have an educational, health and care (EHC) plan. In addition, there are a small number of pupils in key stage 1 with an EHC plan attending a temporary specially resourced provision that has been commissioned by the local authority.
- The school runs a before-school club for pupils.
- The school does not use any alternative provision for pupils.
- A considerable number of pupils arrive at the school at different points during the year

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.
- Inspectors discussed any continued impact of the pandemic with the school and have taken that into account in their evaluation of the school.
- The lead inspector held meetings with the headteacher and other members of the senior leadership team. She met with leaders who are responsible for attendance, behaviour and pupils' personal development.
- Inspectors carried out deep dives in early reading, mathematics, geography and art and design. They met with subject leaders and with teachers. Inspectors visited lessons, looked at examples of pupils' work and spoke with pupils about their learning.
- The lead inspector observed pupils from Years 1 to 3 read to a familiar adult.
- Inspectors considered the curriculum in other subjects. They met with leaders, spoke with pupils and reviewed some pupils' work in these subjects.
- To evaluate the effectiveness of safeguarding, the inspectors: reviewed the single central record; took account of the views 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.
- The lead inspector spoke with members of the governing body and the trust, including the chair of trustees. She also spoke with a representative of the local authority.
- Inspectors spoke with staff about their workload and well-being. They also took account of the responses to Ofsted's online survey for staff.
- Inspectors looked at a range of policies and documentation relating to pupils' welfare and education. They observed pupils' behaviour during lessons and around school.
- Inspectors met with parents and carers at the start of the school day. They took account of the responses to Ofsted Parent View, including the free-text comments.
- Inspectors spoke with groups of pupils about their experiences at school. They also took account of the responses to Ofsted's online survey for pupils.

Inspection team

| | |
|------------------------------|-------------------------|
| Helen Friend, lead inspector | His Majesty's Inspector |
| Kelly Butler | Ofsted Inspector |
| Shoab Uddin | Ofsted Inspector |
| Louise Atkin | Ofsted Inspector |

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