



Inspection report

Bradley Green Community Primary School

**Better
education
and care**

Unique Reference Number 106197
LEA Tameside

Inspection number 275787
Inspection dates 23 and 24 May 2005
Reporting inspector Mr J Richardson HMI

This inspection was carried out under section 3 of the School Inspections Act 1996 and was deemed a section 10 inspection under the same Act.

Type of School	Primary	School address	Bradley Green Road
School category	Community		Newton
Age range of pupils	4 to 11 years		Hyde
			Cheshire
			SK14 4NA
Gender of pupils	Mixed	Telephone number	0161 368 2166
Number on roll	152	Fax number	0161 366 9882
Appropriate authority	The governing body	Chair of governors	Mr P Sherlock
Date of previous inspection	January 2004	Headteacher	Mrs C How

Age group	Published	Reference no.
4 to 11 years	27 June 2005	275787

Introduction

When Bradley Green Community Primary School was inspected in January 2004, it was judged to require special measures because it was failing to give its pupils an acceptable standard of education. Her Majesty's Inspectors of schools (HMI) subsequently visited the school on two occasions to monitor its progress, and reinspected the school in May 2005.

Description of the school

Bradley Green Community Primary School is situated in Newton, Hyde. It is smaller than average size, having 152 pupils on roll. Only one of the pupils speaks English as an additional language and none is at the early stages of learning English. Sixteen per cent of the pupils have designated special educational needs; none have a Statement of Special Educational Need. Just over 20% of the pupils are entitled to free school meals, which is above average. Attainment on entry to the school is broadly average.

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Overall effectiveness of the school

In accordance with section 14 of the School Inspections Act 1996, I am of the opinion that the school no longer requires special measures, since it is now providing an acceptable standard of education for its pupils.

Standards are rising and are broadly in line with those expected nationally overall. Many of the pupils make good progress. The pupils' attitudes and behaviour are good. The quality of teaching has improved significantly and is good. Lessons are planned well and teachers use a variety of interesting activities to challenge the pupils. The provision in the Foundation Stage is satisfactory and there are sound plans to improve it. Information from assessment is used effectively to raise expectations and challenge underperformance. The curriculum is broad and balanced and meets statutory requirements. Changes in the school's leadership have been managed well. The substantive headteacher provides very good leadership and management. She is ably supported by the recently appointed deputy headteacher.

Improvement since the last inspection

The inspection of January 2004 required the school to address areas for improvement concerned with the attainment of the pupils, the quality of the teaching, the leadership and management, arrangements for assessing the pupils and tracking their progress, and relationships with parents. There has been good progress in relation to all of these areas.

Capacity to improve

The school is well placed to build on the improvements already made and to continue to raise standards. The headteacher has given clear direction, raised expectations and focused firmly on improving the quality of teaching and learning. Arrangements for monitoring teaching and tracking the pupils' progress have provided the school with a reliable picture of its strengths and weaknesses. Financial management has improved and resources are directed appropriately towards key priorities, including provision in the Foundation Stage. Subject co-ordinators have an emerging view of standards in their areas but have yet to play a full part in leading improvements. The staff work well together and are developing a consistent approach to teaching, learning and assessment. The governing body has improved the part it plays in supporting the school and keeping its progress under review. The local education authority (LEA) has provided an extensive range of effective advice and support, including: for finance and personnel issues; for management; and for teaching.

What the school should do to improve further

The key priorities for the school's development plan are to:

- continue to raise standards;

- implement plans to improve provision in the Foundation Stage;
- continue to develop the role of the co-ordinators.

Achievement and standards

On entry to the reception class, levels of attainment are generally in line with those typical of the pupils' age. They make sound progress; most reach the expected levels, but some of the higher-attaining pupils underachieve because they are not always challenged enough.

At Key Stage 1, when compared with 2003, the proportion of the pupils gaining the expected Level 2 or above in the 2004 national tests rose: from 94 to 96% in reading; from 91 to 96% in writing; and from 94 to 100% in mathematics. The results for reading and writing are in the highest quarter of all schools nationally and of similar schools, and those for mathematics are in the highest 5% of all schools nationally and of similar schools.

At Key Stage 2, when compared with 2003, the proportion of the pupils reaching the expected Level 4 and above in the 2004 national tests rose: from 63 to 75% in English; from 60 to 68% in mathematics; and from 73 to 82% in science. These results are in the lowest 40% of similar schools and all schools nationally for English. The results for mathematics and science are in the lowest 40% of all schools nationally and in the lowest quarter of similar schools. The progress made by the pupils was above average.

The school's most recent information about the pupils' attainment shows that standards have risen, particularly in Key Stage 2 where they are now broadly in line with national expectations. Standards in lessons reflected this picture. The progress of the pupils was never less than satisfactory and was good or better in three quarters of lessons. Many of the pupils responded well to the interesting and challenging tasks their teachers set them.

Personal development

When the school became subject to special measures in January 2004, the pupils' attitudes and behaviour were satisfactory. As a result of higher expectations and improvements to the teaching, they have got better. The pupils' attitudes and behaviour were good in lessons. They were aware of and followed the expectations of their teachers, understood classroom routines and behaved well. They were keen to participate, and often those working on unsupervised tasks sustained concentration for significant periods of time. In many classes, transitions from one activity to another were accomplished quickly and without fuss. The pupils' behaviour around the school and at break and lunchtimes was good and was managed effectively by the staff. Many of the pupils are proud of their school and like talking about it to visitors. There have been no exclusions so far this school year.

At 94.9% for the spring term, the rate of attendance is slightly higher than during the same period last year and is in line with the national figure. The pupils are punctual to lessons.

The overall provision for the pupils' spiritual, moral, social and cultural development is good. The pupils are given a wide range of opportunities to participate in productions, musical events, specific activity days, residential experiences and sporting events. These, coupled with a positive classroom experience, contribute significantly to the pupils' personal development. The pupils' awareness of other cultures is promoted effectively through a range of activities, including work on Indian textiles. Teachers have worked hard to create an attractive and stimulating learning environment that promotes high aspirations and makes a positive contribution to the school's ethos. Opportunities for the pupils to take responsibility include the school council, which recently discussed with the chair of the Parent Teacher Association ways of spending money that had been raised for the school to improve its environment. Some of the pupils have raised money for the victims of the tsunami and for comic relief. During the inspection, the well-planned assembly engaged the interest of the pupils, contributed well to their social development and met statutory requirements for an act of collective worship.

Quality of provision

The quality of teaching has improved significantly since the inspection of January 2004. At that time, roughly one tenth of the teaching was unsatisfactory and only three tenths was good or better. Now the teaching is good. It was never less than satisfactory and was good or better in three quarters of lessons. Planning was effective overall. Most lessons were structured well with clear objectives, and the teachers made provision for different groups of the pupils. The teachers managed the pupils' behaviour effectively with well-established classroom routines and a judicious use of praise and reward underpinned by good-humoured relationships. The teachers provided a variety of interesting tasks, including paired discussion, games and information and communication technology (ICT), to gain and sustain the pupils' interest and to develop their thinking. Classroom assistants were briefed and deployed well; they made an effective contribution to the pupils' learning in most, but not all, lessons. Assessment was effective in many lessons; marking was frequent and provided guidance to the pupils and, in the best lessons, the teachers continually checked the pupils' progress; they sometimes held good interim review sessions to clarify common misconceptions and remind the pupils of the learning objectives. In some of the satisfactory lessons, the pace of learning was sluggish; tasks were insufficiently focused on the learning objective and the pupils sat on the carpet for too long listening to the teacher.

The school has established reliable systems for assessing the pupils' attainment in the core subjects, for tracking their progress and for setting targets for individual pupils, classes and the whole school. These measures have contributed to improvements in the way teachers plan lessons.

The curriculum is carefully planned according to national guidance, with appropriate emphasis on literacy and numeracy. Thorough implementation of the national strategies has underpinned improvements.

Provision in the Foundation Stage is satisfactory. A broad range of activities includes an appropriate balance between those requiring adult intervention and tasks that the pupils

choose themselves. However, some of the higher-attaining pupils are not always challenged enough. Plans to improve outdoor provision are well developed.

Relationships between adults and pupils are very good. The school has a supportive ethos in which the pupils feel safe and cared for; they feel confident in securing adult help when they need it for academic, social or emotional reasons. The school is trying to resolve some health and safety concerns about the use of the school drive by cars and delivery vehicles at the start of the school day.

Leadership and management

A key feature of the school's improvement has been the radically better quality of leadership and management, which is now good. Following the inspection of January 2004, the headteacher left the school and was replaced with a consultant headteacher who provided a good model of leadership and established a clear sense of direction and momentum to improvements. She was replaced by a new permanent headteacher who provides very good leadership and management. She has raised morale, energised the staff and focused firmly on improving the quality of teaching and learning. She has clarified roles and responsibilities and set high expectations that are underpinned by an appropriate degree of support. She has dealt very effectively with unforeseen and complex staffing difficulties. She is ably supported by the recently appointed deputy headteacher, who has made a good start. He has established himself with the pupils and begun to lead improvements, including to assessment. Subject co-ordinators have an emerging view of standards in their areas but have yet to play a full part in leading improvements.

The governing body is strongly supportive of the school and committed to its role as a critical friend. It receives information of a good quality from the headteacher, and is increasingly asking challenging questions about the school's performance and the quality of education provided. The school has set a balanced in-year budget for 2005-06. This has been accompanied by a reduction in staffing and changes to the pupil groupings. The school is discussing plans with the LEA to reduce its accumulated deficit of around £80,000 over the next three years. A recent audit of the school recognised that there had been significant improvements in financial management and it is now good. The school is acting upon the recommendations to improve internal controls.

There are effective systems for monitoring the quality of teaching, scrutinising the pupils' work, analysing test data and checking the teachers' planning. Information from these and other activities has led to the identification of well-judged priorities for future work.

The LEA has provided good support to the school through its inspectors and specialist consultants. It arranged temporary leadership, supported transition arrangements well and has evaluated the effectiveness of its support and modified its strategies appropriately. Support for finance and personnel matters has been effective.

Appendix – Information about the inspection

Bradley Green Primary School was inspected under section 10 of the School Inspections Act 1996 by a Registered Inspector and a team of inspectors in January 2004. The inspection was critical of many aspects of the work of the school and, in accordance with that Act, the school was made subject to special measures because it was failing to give its pupils an acceptable standard of education.

The school was visited by HMI in October 2004 and in January 2005 to assess the progress it was making to implement its action plan and address the key issues in the inspection report of January 2004.

In May 2005, an HMI returned to inspect the school for two days. The inspection was carried out under section 3 of the School Inspections Act 1996, which gives Her Majesty's Chief Inspector of Schools the authority to cause any school to be inspected. The inspection was also deemed a section 10 inspection under the same Act.

Twelve part lessons and one assembly were inspected. The pupils' conduct was observed around the school and on the playground at break and lunchtimes, and samples of their work were inspected. Discussions were held with the headteacher, the deputy headteacher, the co-ordinator of English, the co-ordinator of ICT, the chair of governors, and representatives from the LEA and informally with other staff. A wide range of the school's documentation was scrutinised. Account was taken of the evidence from previous monitoring inspections.

The inspection assessed the quality of education provided and the progress the school has made, in particular in relation to the main findings and areas for improvement in the inspection report of January 2004 and the action plan prepared by the governing body to address those key issues.

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