



# Bradley Primary School

## Inspection Report

**Unique Reference Number** 119175  
**LEA** Lancashire  
**Inspection number** 280481  
**Inspection dates** 31 January 2006 to 1 February 2006  
**Reporting inspector** Mr David Byrne

This inspection was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary	<b>School address</b>	Dover Street
<b>School category</b>	Community		Nelson
<b>Age range of pupils</b>	4 to 11		Lancashire, BB9 7RF
<b>Gender of pupils</b>	Mixed	<b>Telephone number</b>	01282 615772
<b>Number on roll</b>	370	<b>Fax number</b>	01282 699924
<b>Appropriate authority</b>	The governing body	<b>Chair of governors</b>	Ms Susan Nike
<b>Date of previous inspection</b>	1 December 2000	<b>Headteacher</b>	Mr Richard O'Sullivan

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 31 January 2006 - 1 February 2006	<b>Inspection number</b> 280481
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## **Introduction**

The inspection was carried out by three additional inspectors.

## **Description of the school**

The school serves an urban area with high levels of deprivation. The children's attainment when they start the school in reception is well below average. The large majority are of Pakistani heritage and have English as an additional language. An above average proportion of children is eligible for free school meals and a high percentage have statements of special educational need. Both the headteacher and his deputy have been in post for just over two years.

## **Key for inspection grades**

Grade 1	Outstanding
Grade 2	Good
Grade 3	Satisfactory
Grade 4	Inadequate

## Overall effectiveness of the school

### Grade: 3

This is a satisfactory school where children from diverse ethnic backgrounds get on well together and enjoy learning. This matches the school's evaluation of itself. Good provision in the reception classes gives children a good start to school by achieving well from a low starting point. In Key Stages 1 and 2 standards are improving in English and mathematics and are currently average. In science, however, standards are below average and children could do better. The quality of teaching and learning is satisfactory overall with good teaching in English and mathematics. Skilled teaching assistants ably support children at an early stage of English and also those with learning and behavioural difficulties. As a result, these children achieve well. Although the curriculum meets requirements, subjects tend to be taught in isolation which reduces the meaning of lessons for children. A wide range of educational visits and sporting and cultural activities extends the basic curriculum very well. Children's health and safety is well managed and they are safe and secure. Despite the school's hard work to improve attendance, it is still below average. The headteacher, supported by an effective deputy, provides good leadership and management. He is responsible for implementing a number of strategies that are raising standards. More needs to be done, however, to involve all staff in creating more precise targets for raising standards. There has been satisfactory improvement since the last inspection and, given the current leadership, the school has a good capacity to improve in future. It gives satisfactory value for money.

not applicable

### What the school should do to improve further

- Raise standards in science across the school.
- Involve all staff in setting more precise targets to raise standards.
- Improve the relevance of the curriculum by establishing more links between subjects.
- Work with parents and the community to improve attendance.

## Achievement and standards

### Grade: 3

Achievement and standards are satisfactory overall. Most children start school with standards that are well below average, particularly in communication, language and literacy. Good progress occurs in the reception class but most children still do not reach the standards expected for their age by the start of Year 1. In Years 1 and 2, children progress satisfactorily from a low starting point but standards in reading, writing and mathematics remain below average at the end of Year 2. In Years 3–6, standards are improving steadily in mathematics and rapidly in English. In 2005, for the first time for many years, standards in English at the end of Year 6 were close to the national average. The improvement is a direct result of good leadership by the headteacher who has raised expectations and wisely deployed support for children

with most need. In mathematics, standards in 2005 at the end of Year 6 were average. In science they were significantly below average mainly because children lack sufficient expertise in performing scientific investigations. Children with learning and behavioural difficulties and those at an early stage of learning English, achieve well in relation to their prior attainment

## **Personal development and well-being**

### **Grade: 2**

Pupils' personal development, including their spiritual, moral, social and cultural development, is good. Children have a good knowledge and understanding of the multicultural nature of Britain. The sound personal skills developed in the reception class set the foundation for generally good behaviour throughout the school. Occasional incidents of bullying occur but pupils say they are rare and no incidents of racism have been noted. Even though school is very popular among pupils, the rate of absence is high, mainly because of extended leave taken by some children. Hard work by the school and educational agencies is starting to improve attendance. Children are enthusiastic and eager learners and display a sense of pride in all that they do. The school's commitment to healthy eating and its success in gaining an Activemark for sport are reflected in the children's good understanding of how to maintain a healthy lifestyle. Children have a good awareness of the needs of others. Their sense of responsibility is developed by teachers and other children during playtimes and in lessons. Children's views are valued. School council members talk with pride about the way they influence aspects of the running of the school. A good awareness of their local community and how they can contribute to the welfare of other people less fortunate than themselves is developed in a number of ways; for example, through charitable fundraising activities. Recently, children raised over two thousand pounds for the Pakistan Earthquake appeal. Children are satisfactorily prepared for their economic well-being.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall with strengths in the teaching of English, mathematics and for children in the Foundation Stage. This judgement contradicts the school's own assessment that teaching and learning are good. Across the school, good attention is given to developing children's knowledge and understanding of both spoken and written English. Teaching is better in Years 5 and 6, and this is partly responsible for the improving standards in tests at the end of Year 6. Teachers manage children's behaviour well and provide lively lessons in English and mathematics that meet the needs of all children. Good partnerships with teaching assistants enable effective teaching of children with learning and behavioural difficulties and those at an early stage of learning English. Lessons run at a brisk pace and make good use of ICT to bring learning alive. Expectations for children to plan, perform and

record investigations in science and aspects of mathematics vary from class to class, and are often not high enough. Assessment is used well by teachers to identify the needs of children in the reception classes and in English and mathematics across the school. This helps to provide work to match children's needs, but assessment in other subjects is less well developed and has less impact on children's learning. Marking is good overall, and in English in particular, children are involved in their own assessments and know what to do to improve. This contributes to higher standards overall.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory and meets statutory requirements across the school. A good emphasis is given to English and mathematics, which is reflected in rising standards, but not enough time is given to developing children's investigative skills in science. Good provision is made for children with learning and behavioural difficulties and those at an early stage of English. The school is aware of the need to make closer links between subjects so that lessons are more relevant to children's experiences. A wide range of rich and stimulating activities enrich learning beyond normal lessons. In a recent book week, planned to raise the profile of reading and writing, authors and poets visited school and stimulated children's confidence to read and write for pleasure. Good strategies for developing children's personal, social and health education and citizenship leads to their good understanding of maintaining a healthy lifestyle.

## **Care, guidance and support**

### **Grade: 2**

This aspect of the school's work is good. Good procedures are used for child protection and to provide a safe place for learning. Parents praise the standard of care provided for their children and feel that their own views are considered. The close links established with nearby nursery schools help children to settle quickly into school. Good links with other schools such as two special schools make a good contribution to pupils' personal development. Good support for children with learning and behavioural difficulties, and for those in the early stages of learning English, makes sure that these children are fully involved in all aspects of school life. In English, and to a lesser extent mathematics, children know how to improve because they are involved in assessing and evaluating their own progress. This is not the case in other subjects, which holds back progress for some.

## **Leadership and management**

### **Grade: 3**

Leadership and management are satisfactory overall. The headteacher provides good, strong, clear leadership that is improving the school. His agenda for doing this, established just over a year ago, is showing the first signs of success with better standards in English, improved attendance, closer links with parents and improvements to the curriculum. The headteacher, ably supported by a new senior leadership team,

is establishing an ethos where both personal and academic achievement are equally important. Good systems are being established for monitoring the effectiveness of the school. These include interpreting assessment data and considering the views of everyone associated with the school. At the moment, however, not all staff are involved in creating precise targets for raising standards. As a result, some targets in the school improvement plan are not specific enough. Good management of provision for children with English as an additional language and for those with learning and behavioural difficulties contributes to their good progress. The governing body fulfils statutory requirements and provides a good link between school and the community, but it is not clear about standards achieved. The quality of the headteacher and senior leadership team means the school has a good capacity for continued improvement.

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## Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	<b>School Overall</b>	<b>16-19</b>
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### Overall effectiveness

<b>How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?</b>	3	NA
How well does the school work in partnership with others to promote learners' well-being?	3	NA
The quality and standards in foundation stage	2	NA
The effectiveness of the school's self-evaluation	3	NA
The capacity to make any necessary improvements	Yes	NA
Effective steps have been taken to promote improvement since the last inspection	Yes	NA

### Achievement and standards

<b>How well do learners achieve?</b>	3	NA
The standards <sup>1</sup> reached by learners	3	NA
How well learners make progress, taking account of any significant variations between groups of learners	3	NA
How well learners with learning difficulties and disabilities make progress	2	NA

### Personal development and well-being

<b>How good is the overall personal development and well-being of the learners?</b>	2	NA
The extent of learners' spiritual, moral, social and cultural development	2	NA
The behaviour of learners	2	NA
The attendance of learners	4	NA
How well learners enjoy their education	2	NA
The extent to which learners adopt safe practices	2	NA
The extent to which learners adopt healthy lifestyles	2	NA
The extent to which learners make a positive contribution to the community	2	NA
How well learners develop workplace and other skills that will contribute to their future economic well-being	3	NA

### The quality of provision

<b>How effective are teaching and learning in meeting the full range of the learners' needs?</b>	3	NA
<b>How well do the curriculum and other activities meet the range of needs and interests of learners?</b>	3	NA
<b>How well are learners cared for, guided and supported?</b>	2	NA

<sup>1</sup> Grade 1 - Exceptionally and consistently high; Grade 2 - Generally above average with none significantly below average; Grade 3 - Broadly average; Grade 4 - Exceptionally low.

**Leadership and management**

<b>How effective are leadership and management in raising achievement and supporting all learners?</b>	3	NA
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	3	NA
How effectively performance is monitored, evaluated and improved to meet challenging targets, through quality assurance and self-review	3	NA
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	3	NA
How effectively and efficiently resources are deployed to achieve value for money	3	NA
The extent to which governors and other supervisory boards discharge their responsibilities	3	NA
The adequacy and suitability of staff to ensure that learners are protected	Yes	NA

<b>The extent to which schools enable learners to be healthy</b>	
Learners are encouraged and enabled to eat and drink healthily	Yes
Learners are encouraged and enabled to take regular exercise	Yes
Learners are discouraged from smoking and substance abuse	Yes
Learners are educated about sexual health	Yes
<b>The extent to which providers ensure that learners stay safe</b>	
Procedures for safeguarding learners meet current government requirements	Yes
Risk assessment procedures and related staff training are in place	Yes
Action is taken to reduce anti-social behaviour, such as bullying and racism	Yes
Learners are taught about key risks and how to deal with them	Yes
<b>The extent to which learners make a positive contribution</b>	
Learners are helped to develop stable, positive relationships	Yes
Learners, individually and collectively, participate in making decisions that affect them	Yes
Learners are encouraged to initiate, participate in and manage activities in school and the wider community	Yes
<b>The extent to which schools enable learners to achieve economic well-being</b>	
There is provision to promote learners' basic skills	Yes
Learners have opportunities to develop enterprise skills and work in teams	Yes
Careers education and guidance is provided to all learners in key stage 3 and 4 and the sixth form	NA
Education for all learners aged 14–19 provides an understanding of employment and the economy	NA

## **Text from letter to pupils explaining the findings of the inspection**

Alexandra House

33 Kingsway

London

WC2B 6SE

T 0207 421 6800

F 0207 421 6707

Ofsted helpline

08456 404045

The Pupils

Bradley Primary School

Dover Street

Nelson

Lancashire

BB9 7RF

2 February 2006

Dear Children

Thank you very much for being so friendly and welcoming during our visit to your school. We feel that there are many things that you do well that you should be proud of. You work hard in lessons, are polite and helpful and very keen to help others. You take a pride in your work and usually try your best to be neat and tidy in your books. You all get on well together and understand that there are others who are less fortunate than you. It is very impressive to see the amount of money you raise for charities and tragic events such as for the Pakistan earthquake appeal.

You have caring teachers who work hard to help you to learn. They are helped by teaching assistants who do well to help those of you who need help with English. You are getting better at English and mathematics, but we think that you could do better in science and have asked the school to find ways of doing this.

Your headteacher is very hardworking and is determined to make Bradley into the best school possible. It is getting better and teachers are learning how to improve what they do. Even though you learn all the subjects you are required to learn, we feel that some subjects could be made more exciting. We have asked the school to find ways of doing this, perhaps by having more topics that link subjects together.

When we met your parents, we learnt about how they want only the best for you and to help the school. We have asked the school to find ways of working with your parents so that more of you go away during school holidays. This would mean that you wouldn't miss too much time from school and fall behind when you are away.

We wish you good luck for your future. We hope that you always do your best and continue to think of others before yourselves.

Best wishes to you all

David Byrne, Andrew Margerson and David Earley  
Your school inspectors