



# Bradwell Primary School

## Inspection Report

**Unique Reference Number** 124106  
**LEA** Staffordshire  
**Inspection number** 281634  
**Inspection dates** 28 February 2006 to 1 March 2006  
**Reporting inspector** Rashida Sharif HMI

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

<b>Type of school</b>	Primary	<b>School address</b>	Cauldon Avenue Newcastle Staffordshire ST5 8JN
<b>School category</b>	Community	<b>Telephone number</b>	01782 297700
<b>Age range of pupils</b>	4 to 11	<b>Fax number</b>	01782 297706
<b>Gender of pupils</b>	Mixed	<b>Chair of governors</b>	Mr John Tatton
<b>Number on roll</b>	192	<b>Headteacher</b>	Mrs Abigail Rourke
<b>Appropriate authority</b>	The governing body		
<b>Date of previous inspection</b>	22 May 2000		

<b>Age group</b> 4 to 11	<b>Inspection dates</b> 28 February 2006 - 1 March 2006	<b>Inspection number</b> 281634
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## **Introduction**

The inspection was carried out by one of Her Majesty's Inspectors and one Additional Inspector.

## **Description of the school**

This is a smaller-than-average primary school situated in Newcastle. The proportions of children who are entitled to receive free school meals and those identified as having learning difficulties and disabilities are higher than average. There is a part-time, private nursery class housed on the site from which the school receives most of its Reception children.

Children enter the Foundation Stage with attainment below the level expected for their age, particularly in social and emotional development and writing.

## **Key for inspection grades**

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

## **Overall effectiveness of the school**

### **Grade: 3**

Bradwell Primary School provides satisfactory education for all its pupils. The school's leadership agrees with this view. The school is a welcoming and confident community, offering a caring, sharing, and learning together for life environment, where the principles of social justice and equality are promoted. There is good partnership with the community and growing support from parents, who feel strongly that the school is a place where their children are happy, safe and well looked after. The pupils enjoy school. Their behaviour, attitudes and attendance are good.

Children start Reception class with skills, knowledge and understanding that are below the levels expected for their age. Results in the national tests have been below the national average for the last few years. Pupils throughout the school are now making satisfactory progress. Standards are improving because of the leadership team's intensive work in literacy and numeracy.

The newly appointed headteacher provides good leadership and is well respected by the teachers, governors and the parents. There is a commitment to improvement from the whole staff, who are now working well together as a team. The school has started to identify its strengths and areas for further development and to act to bring about improvement. These improvements have yet to show impact on standards. The systems for tracking progress are developing but assessment information is not always used to ensure that all pupils are making the progress they should, particularly the more able. Teaching and learning are satisfactory. However, teachers' marking does not always tell pupils what they need to do to further improve.

Improvement since the last inspection has been slow because of staffing difficulties but satisfactory progress is now being made. The school has good capacity to improve because of the energy and enthusiasms of the newly established senior management team and governing body. The school provides satisfactory value for money.

### **What the school should do to improve further**

- Ensure a common approach across the school to marking pupils' work so that pupils know what they need to do to further improve.
- Sharpen the focus for monitoring the quality of teaching and learning to ensure that planning meets the needs of individual pupils and provides sufficient challenge for all, particularly the more able pupils.

## **Achievement and standards**

### **Grade: 3**

Pupils' achievement across the school is satisfactory. Children enter the Reception Year with attainment that is slightly below the level expected for their age.

From Year 1 to Year 6, most pupils make satisfactory progress. Pupils with learning difficulties make good progress because of the additional and focused, planned support they receive from teaching assistants.

Results in the national tests at the end of Year 2 and 6 have been below the national average for the last few years. The school's monitoring shows that this has largely been due to a turbulent period in staffing and weaknesses in teaching. The school is tackling these weaknesses rigorously and the pupils' results in optional tests in English, mathematics and science in Years 2 and 6 are now improving as a result of recent and highly effective improvement strategies.

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

### **Grade: 2**

Pupils' personal development and well-being are good. In the Foundation Stage, children learn to make choices and become independent. They are beginning to plan and review their activities. The school council is proud of what it achieves on behalf of the pupils, who elect its members. Its members have a good economic awareness and spend delegated money wisely; for example, they purchased a range of equipment to enhance play activities at break times.

Attendance is good. Pupils speak warmly of their teachers and enjoy learning. They say that teachers make learning fun and also that they enjoy the interesting activities and tasks planned for them both in and out of school. Bullying is rare and pupils know who to turn to if they are in trouble. Pupils understand the importance of healthy eating. The school provides fresh fruit and healthy lunches, snacks, and water which is available to all pupils at all times. One pupil eagerly commented, 'Lunches are healthy and yummy'.

Pupils' spiritual, moral, social and cultural awareness is good. Pupils are aware of different cultures and religions around the world through 'enrichment weeks' and a recently established multicultural week. At break time, 'Friendship Stops' have been successfully introduced to ensure that no one need feel alone. 'Moodmeters' in each classroom inform pupils and teachers of who may need some extra support. In Years 1 and 2 these are reviewed during circle time at the end of the day. These aspects reflect the caring nature shown by pupils, summed up by one pupil who said, 'We help and support each other'.

## **Quality of provision**

### **Teaching and learning**

#### **Grade: 3**

The quality of teaching and learning is satisfactory overall. Good teaching occurs when teachers provide a range of stimulating activities with clear learning goals which are shared with pupils. As a result, most pupils do well and this is reflected in the progress they make. In lessons where teaching is less good, higher-attaining pupils are not always given sufficiently challenging work to enable them to achieve as well as they

should. Pupils with learning difficulties are given practical and experienced help from teaching assistants, who know when to intervene and when to stand back to encourage pupils' independence.

Teachers often use questioning skills very effectively. In one lesson these skills were used effectively and resulted in Year 6 pupils in their role as press reporters asking leading questions of the England football manager, played by the teacher. Teaching in the Foundation Stage is good. The activities are well planned so that children are fully engaged in their learning. There is a good balance between independent work and tasks led by adults, which results in all pupils making good progress.

Assessment is satisfactory overall. Assessing and tracking the pupils' progress on a termly basis provides teachers with a clear picture of how well their pupils are doing. Clear targets are set for each pupil in reading, writing and numeracy and, from an early age, they are involved in discussing with teachers about how they are getting on. For example, one Reception child explained that her new target was 'to identify the middle sound in words', to improve her spelling skills. Marking of pupils' work is not consistent across the school. It does not consistently inform pupils of what they need to do to improve their work.

## **Curriculum and other activities**

### **Grade: 3**

The curriculum is satisfactory. To raise standards, it has been adjusted to give more emphasis to literacy and numeracy. The curriculum is enriched with a wide range of activities, including, for example, drama, music, girls' football team, netball, cricket, cross country, athletics and rounders. A good programme of personal, social and health education and citizenship, including sex education and the effects of drugs, is well planned to help pupils cope with any dangers.

Planning, which has been the focus for the school recently, is satisfactory throughout Years 3 and 6. However, activities are insufficiently challenging for the most able pupils and, as a result, they do not achieve as much as they should. Planning is good in the Foundation Stage and in Years 1 and 2. Lessons are planned to meet individual children's basic literacy and numeracy needs through a range of practical activities. This ensures that the children make an effective start to school. Pupils with learning difficulties and disabilities are identified early to ensure that their needs are met. The school makes good use of classrooms and corridors by using the space effectively to display and celebrate pupils' work.

Pupils have good opportunities to take responsibilities around the school; for example, prefects ensure pupils' safety in and out of school at key times of the day. Pupils are made aware of the contribution they can make to living in the local community, for example, through designing a local play area and planting bulbs.

## Care, guidance and support

### Grade: 2

The school cares well for its pupils. Good attention is paid to their health and safety in school. There is a good focus on the importance of healthy eating and taking enough exercise. Pupils are confident that there is always an adult to turn to if they need help or support. Child protection procedures are firmly established and staff are fully aware of these. There are rigorous procedures to deal with any incidents of bullying or racism, should they occur.

Pupils are involved in setting personal targets for attainment. The school works in successful partnership with a range of outside agencies to support pupils with learning difficulties and disabilities. Parents are very positive about how the school cares for and guides their children, and about the many opportunities they themselves have to become involved in their children's education, for example, in helping their children learn through courses for 'Family Learning'. Specialist teachers and teaching assistants give good support to pupils who have learning difficulties and disabilities, tailoring it to pupils' specific needs.

## Leadership and management

### Grade: 3

The headteacher has helped the school to improve after a turbulent period, which affected pupils' overall progress, especially in English and mathematics. She has a clear vision and direction for the school. The newly formed senior leadership team is committed and enthusiastic and is working well to raise standards. The governors share this drive and are supportive.

The headteacher sets a clear direction and, in her close and systematic attention to detail, exemplifies the behaviour she intends that all in the school should adopt. In all aspects of her work, she promotes courtesy, firmness and enjoyment, and adherence to principles are the keynote. Careful monitoring means that the headteacher is quite clear about what needs to be done to improve overall standards.

The system for monitoring pupils' progress accurately identifies what they need to do to improve. Priorities for the school improvement plan are sensible and parents and pupils are regularly asked to contribute their views. The school listens and takes action where appropriate.

The governors have recently participated in training to bring them up-to-date regarding their roles and responsibilities. They recognise the strengths and areas for improvement of the school and influence the school's work productively. Finance is well managed and the school ensures that purchases provide best value. Improvement since the last inspection has been satisfactory and with the newly formed senior leadership team and the vision of the newly appointed headteacher means that the school is well placed to improve further.

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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	3	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	4	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	2	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**

Thank you for making us feel so welcome in your school and being so friendly and helpful. We particularly want to thank the pupils on the School Council who gave up their lunch time to talk to us. We enjoyed having lunch with them.

These are things we liked most about your school:

- You behave in a very sensible and mature manner around the school and in lessons.
- You help each other through having 'Moodmeters' in every class and through 'Friendship Stops' in the playground.
- Your teachers take good care of you and provide lots of interesting activities for you in clubs and visits out of school.
- Teachers listen to your ideas and, through the School Council, allow you to play an important role in helping to run the school.
- Teachers are giving you good advice on how to look after yourself, stay healthy and safe, and become more independent.

This is what we have asked your headteacher and staff to think about:

- Making sure that the work you are given in lessons challenges you to achieve your very best.
- Making sure their marking tells you how to improve your work further.

We, like you, think that you are very lucky to be at your school and that you have lots of opportunities to do exciting things in your lessons and after school. Thank you again for being so helpful and friendly.