



Bredbury Green Primary School

Inspection Report

Unique Reference Number 106095
Local Authority Stockport
Inspection number 287413
Inspection dates 25–26 October 2006
Reporting inspector Marie Cordey

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

Type of school	Primary	School address	Clapgate
School category	Community		Romiley, Stockport
Age range of pupils	3–11		Cheshire SK6 3DG
Gender of pupils	Mixed	Telephone number	0161 4303078
Number on roll (school)	327	Fax number	0161 4068285
Appropriate authority	The governing body	Chair	Mr Alf Clark
		Headteacher	Mrs K Buckley
Date of previous school inspection	4 February 2002		

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Introduction

The inspection was carried out by three Additional Inspectors.

Description of the school

Bredbury Green is a larger than average school close to the town of Stockport. A period of instability because of the closure of a neighbouring primary school resulted in increased inward mobility. Most children's attainment is well below average when they start school. The vast majority of the pupils are of White British heritage. The proportion of pupils who have learning difficulties and/or disabilities is above average. Specialist provision for severe learning disabilities is provided in the nursery. A higher than usual proportion of the pupils is eligible for free school meals. The school holds many awards including the Eco Friendly Silver Award as well as having Healthy School status.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

Bredbury Green is a good school providing good value for money. The trend of under performance from 2003 to 2005 has been halted and standards are now just below average overall. This is because of the strong leadership and management of the headteacher and the deputy headteacher. Teaching and learning have improved and pupils achieve well. Parents overwhelmingly support the school and value the contributions of all the staff. 'The unsung heroes are the support and administrative staff who look after our children so well' and, 'The headteacher makes the difference. The children are paramount to her,' reflect parents' views almost unanimously. The school works hard to meet the needs of all pupils. For instance, when the closure of a neighbouring primary school resulted in a high number of extra admissions, Bredbury Green re-designed its curriculum and staffing structure in order to accommodate these pupils successfully.

Children in the Foundation Stage make a very good start to their school life because they are well taught, looked after and nurtured. Their skills, especially in numeracy, are well below expectations when children join the Nursery. Although they make good progress, they are still not achieving these expectations when children leave the Reception Year. During Key Stages 1 and 2, pupils continue to make good progress, because of high quality teaching and good attention to their personal development. Stimulating and enthusiastic teaching, observed in most lessons, engages the pupils. Tasks are generally well matched to the needs of all pupils. Some are not sure how successful they are or how to improve, because their work is not always marked helpfully. Results in mathematics lag behind those in other subjects, but a sharper focus within teachers' planning for mathematics lessons, linked to their assessment of pupils' learning, is beginning to raise standards. Additionally, more careful assessments of children's skills and knowledge in the Nursery and at the beginning of Year 1 are providing a clearer picture of pupils' progress as they move up through the school. The tracking and evaluation of pupils' performance are currently satisfactory, though rigorous targets have yet to be set for each pupil. The school's overall evaluation of its strengths and weaknesses is largely accurate. However, achievement, judged satisfactory by the school, is good, because pupils are now learning well. Pupils are cared for well, with particularly effective support provided for looked-after children and, in the Nursery, for the children with severe learning difficulties. Consequently, these pupils achieve extremely well. Pupils themselves look after each other considerately and relationships are excellent between all staff and pupils. Behaviour is outstanding and pupils are proud ambassadors of their school.

What the school should do to improve further

- Set pupils challenging targets based on analysis and evaluation of standards and achievement.
- Ensure that the marking of pupils' work makes them aware of how well they are getting on and how to improve further.
- Improve standards in mathematics.

Achievement and standards

Grade: 2

By the time pupils leave at age 11, their standards have improved and are average in English. The dip in standards over the last two years has been halted and performance in English and science has improved significantly. During recent years, the school has prioritised improving speaking and listening and the quality of writing. The success of this drive is reflected in improved attainment in English at the end of Key Stages 1 and 2. Curriculum planning has also made a positive impact on standards in science, but actions planned to raise attainment in mathematics are still at an early stage. Pupils miss their targets in mathematics and standards are significantly below average by the time pupils leave school. Not assessing children accurately on entry to the Nursery and at the end of Reception have resulted in incorrect analyses of pupils' achievement throughout the school. Pupils have been performing better than records suggested. The school is now tracking performance and progress from a much earlier stage. Because of good support, pupils with learning difficulties and/or disabilities achieve as well as their classmates, although the achievement of Nursery aged children with severe learning difficulties is extremely good.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. They enjoy coming to school and they are keen to learn. They particularly enjoy 'Fun Fridays', when visitors come into school to teach sports, art projects and languages. Attendance is satisfactory. The new learning mentor is already having an impact and attendance levels are improving. Bullying incidents are rare and pupils know what to do if they are troubled. 'Teachers will do anything they can to help; they're really good', said one pupil. The school council has had a positive impact in the school in, for example, acquiring new equipment and markings for the playground, a buddy bench, and resources for the library.

There is excellent encouragement for pupils to adopt healthy lifestyles. As a result, they regularly eat fruit, healthy lunches and drink water in class. Pupils participate in two hours of sport each week as well as a wide range of healthy after school activities. Spiritual, moral, social and cultural development is good. Pupils raise funds for a range of charities and they show tolerance, understanding and respect for others.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and lessons are sometimes outstanding. In a Year 6 English lesson, pupils were encouraged to use sophisticated vocabulary in response to exciting debate. Lessons move at a fast pace and create high levels of interest. Relationships with staff are excellent. All these factors promote pupils' desire

to learn. For instance, an exciting English lesson encouraged Year 6 pupils to write evocatively about an air raid, as part of their history topic on the Second World War. One pupil described the fires as, 'flames dancing, licking the sky in anger.' Teachers are quite clear about what pupils are to learn during English lessons. This precision has contributed to the improvement in pupils' standards. Similar approaches are now being used to guide their progress in mathematics. Assessment systems have recently been put in place to ensure a closer link between what pupils have learned already, marking, and targets for them to achieve. This focus is already beginning to make a difference to the pupils' understanding of how well they are learning. Teaching assistants are well deployed and have received good training, for example, to help them support children with severe learning disabilities and looked-after children.

Curriculum and other activities

Grade: 2

The curriculum is good. There is now good provision for information and communication technology (ICT), an improvement since the previous inspection. The Foundation Stage curriculum provides learning through play and discovery, with well-designed strategies to promote the development of social skills. The curriculum successfully promotes enjoyment and achievement. Pupils in Years 5 and 6 relished learning about a mining disaster in Victorian times, practising both history and speaking and listening skills. An outstanding range of after school activities, particularly in music and sport, enriches the curriculum. Many visits and visitors increase the pupils' awareness of the wider world.

Care, guidance and support

Grade: 2

This aspect is good. Pupils are very well looked after and safeguarded. Very effective child protection and health and safety systems are in place. Excellent links with parents and outside agencies support the school's work. For example, social services, the local authority, and attendance officers all make very strong contributions to pupils' welfare and development. The excellent relationships between pupils and staff help create a caring and supportive ethos throughout the school. Tracking pupils' academic progress is developing well and providing more reliable information for setting challenging targets. As yet though, not all pupils are aware of their standards and exactly how to improve.

Leadership and management

Grade: 2

Leadership and management are good. The members of the strong leadership team work well together and provide critical support. Recently, the team has focused successfully on halting the underperformance of some pupils. As a result, achievement and standards have risen significantly in English and science for pupils at the end of Year 6. A more rigorous system of tracking pupils' performance, particularly in

mathematics, is beginning to improve standards. The development of pupils' personal well-being is seen as vital by the senior leadership team and the governors. All staff follow their example and pupils are nurtured and thrive in an atmosphere of respect. The governing body provides good support and is very involved in the life of the school. Although they are challenging in many areas, governors are not sufficiently involved in the school's self-evaluation. The school has made good improvements since the previous inspection, particularly in improving standards in English and provision for ICT. There is good capacity to improve further.

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Inspection judgements

Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate	School Overall
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Overall effectiveness

How effective, efficient and inclusive is the provision of education, integrated care and any extended services in meeting the needs of learners?	2
How well does the school work in partnership with others to promote learners' well-being?	1
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	2
The capacity to make any necessary improvements	2
Effective steps have been taken to promote improvement since the last inspection	Yes

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	2
The extent of learners' spiritual, moral, social and cultural development	2
The behaviour of learners	1
The attendance of learners	3
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	1
The extent to which learners make a positive contribution to the community	2
How well learners develop workplace and other skills that will contribute to their future economic well-being	2

The quality of provision

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

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

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?	2
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	2
How effectively performance is monitored, evaluated and improved to meet challenging targets	3
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	2
How effectively and efficiently resources, including staff, are deployed to achieve value for money	2
The extent to which governors and other supervisory boards discharge their responsibilities	2
Do procedures for safeguarding learners meet current government requirements?	Yes
Does this school require special measures?	No
Does this school require a notice to improve?	No

Text from letter to pupils explaining the findings of the inspection

Thank you for the very warm welcome you gave us when we came to your school. You were very friendly and obviously delight in being at school. You and your parents think that Bredbury Green is a good school, and we agree.

The things we think are best about your school are:

- the good teaching in school and the progress you make, especially in English
- the way the school is run by your headteacher and deputy headteacher
- that you are looked after carefully and behave extremely well
- there are lots of activities to help you to learn and you really enjoy music and sports.

Your school wants to continue to improve and you play a big part in this. We think that you can help your school by continuing to work hard. We have asked the school to:

- make sure that you all know how you are doing in your work and what you need to do to make it better
- set targets for each of you to work towards
- help you to improve your work in mathematics.