

Bradley Green Community Primary School

Inspection report

Unique Reference Number	106197
Local Authority	Tameside
Inspection number	287440
Inspection dates	1–2 May 2007
Reporting inspector	Delia Hiscock

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

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	139
School	
Appropriate authority	The governing body
Chair	Mr P Billingsley
Headteacher	Mrs Catherine How
Date of previous school inspection	23 May 2005
School address	Bradley Green Road Newton Hyde Cheshire SK14 4NA
Telephone number	0161 3682166
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Age group	3–11
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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

The school serves an urban community. An above average proportion of pupils take up free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average overall but proportionately greater in some year groups. A tiny proportion of pupils are of minority ethnic heritage. The school is much smaller than average but the confidence of parents in the school has grown in the last two years, so the numbers on roll have increased. This follows a decline in the number of pupils on roll in 2004, resulting in a sharp drop in numbers in some classes. A new nursery, in the form of a Foundation Stage Unit that includes Reception, opened in September 2006. The school has gained the sports Activemark award and the International Schools award.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 2

This is a good school that has made outstanding improvements since its previous inspection. In 2006, it was listed as one of the most improved schools in the country. Pupils achieve well and standards are above average. Pupils really like school. They enjoy the activities provided and so do their parents. 'I am very pleased with the turnaround in the performance of the school and the education my child is receiving,' is typical of parents' favourable comments.

The quality of pastoral care is exceptionally good and fosters the well-being of each child really well. There is sensitive intervention and support, someone there for a child in need and a gentle appreciation of the uniqueness of every person. Pupils feel that what they have to say is important and they take part in discussions to change things for the better. Their work with the chair of governors prompted some expedient and fruitful decisions about playground developments. These features contribute well to pupils' personal development. They are the reasons why pupils feel secure and supported and become responsive youngsters who listen to others. They value the skills of their classmates, taking on responsibilities and behaving well.

Pupils make consistently good progress, including those who have learning difficulties and/or disabilities and pupils from all heritages. In the Foundation Stage, the children make a good start because of good provision. The new provision in the Nursery is developing really quickly. Already, it features some exciting exploratory activities that prompt lots of concentration, thinking and talking. Good progress continues, so by the end of Key Stage 1, standards are at least average and sometimes higher. The two-year improvement in standards at the end of Key Stage 2 is the product of consistently good teaching and some that is outstanding. The progress made by many pupils in these year groups is exceptionally good and their performance exceeds the school's very challenging targets. The school recognises that narrative writing skills could be higher.

The school has developed consistently effective checks on the progress of each pupil. It is this detailed and perceptive tracking that enables staff to accelerate the pace of progress where necessary. In addition, pupils can explain what they need to do to improve their work and often what they need to learn next. The good quality curriculum meets their needs well, including healthy diets and plenty of activities, such as sports, helping them to understand lifestyle choices. Pupils gain the skills and the qualities that they need for life. These include the skills for information and communication technology (ICT), which pupils enjoy, although these skills are not fully used in day-to-day learning. Good links with external agencies are used very well to provide specialist guidance or access to further support. The leadership of the headteacher is exceptional. She has accelerated the pace of progress. She has inspired pupils, filtered in approaches that work extremely well and enabled staff, including some new to the school, to contribute well as leaders themselves. Evaluation is exceptionally good because it pinpoints exactly where the school is in its development, involves everyone and works at all levels to sustain success. The school has a good capacity to improve further. It provides good value for money.

What the school should do to improve further

- Provide more opportunities for pupils to develop their narrative writing skills in order to raise standards in writing.
- Provide more opportunities for pupils to use computers in order to maximise their learning skills.

Achievement and standards

Grade: 2

All groups of pupils make consistently good progress and achieve well. Standards at the end of Key Stage 2 are above average and pupils are equipped with good skills in reading, writing and mathematics. This is the result of successful developments in teaching and learning.

Children start in Nursery with standards that are broadly in line with national expectations, although communication skills are below average. They make good progress throughout the Foundation Stage. At the end of Key Stage 1, in some years, the number of pupils is too small for performance to be measured reliably and standards fluctuate between average and above average. Pupils' work shows some delightfully confident writing of facts, in particular, and artwork that demonstrates good understanding about the past and the world around them. In 2005/06, most pupils in Key Stage 2 made outstanding progress. This was the result of some excellent teaching and additional support. The school exceeded its very challenging targets. National test results placed the school in the top 5% nationally for progress in Key Stage 2 in 2006. However, standards in writing are lower than they could be because pupils do not have enough opportunities to develop story-writing skills.

Personal development and well-being

Grade: 2

The very good relationships around the school start with the welcome for children and families each morning. This shows pupils that what they have to say or whatever worries they might bring are listened to and acted upon. It is one of the many ways pupils have a say and contributes to their good behaviour and to generally good attendance. Most pupils are motivated and they enjoy the activities provided in their lessons and after school. For some, additional responsibility is exceptionally well tailored to help them to develop their confidence. In return, pupils contribute positively, on the playground, through their work on the school council and through their charity fund-raising. Many of them choose healthy snacks at the morning 'healthy snack shop,' and take part in the sporting activities and the energetic playground trails and games. Equally, the skills that pupils gain in literacy, numeracy and ICT prepare them well for the world of work ahead. Increasingly, pupils are learning to ask questions, hypothesise and study on their own. Their generally positive attitudes are a good measure of the respect they show to others, whatever the differences in culture, heritage, or disability. This reflects good spiritual, moral, social and cultural development. Some outstandingly good assemblies touch the heart and invite wonder and participation.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning has improved tremendously since the last inspection and is now consistently good. This is because planning is streamlined, expectations of pupils are high and activities closely match pupils' learning needs. These are built on teachers' thoughtful consideration of what pupils have learned and what will move them on effectively. Teachers and teaching assistants work very well together. There are no compromises where learning is concerned and any barriers are sensitively managed and overcome, often by using additional support or conversations that resolve concerns or misconceptions. This enables pupils to move

on quickly. Typically, learning features very good relationships, approaches that help pupils to understand exactly what they will learn and marking that tells them how to improve their work. This is how they mature into effective learners, who listen well, work hard and are proud to present and share their work with their parents.

Curriculum and other activities

Grade: 2

Pupils' needs are met well because there is a shared focus on the essential skills they need for the future and some delightful activities in many subjects, such as art and physical education, learning to speak Spanish, dance and drama. Pupils say they really enjoy all these. No stone is left unturned to ensure that the different profile of abilities in each year group is met. The school has made good headway in developing areas they considered to be weaker. For example, the range of writing provision is good, and results in some beautiful poetry writing. But there are fewer opportunities for pupils to develop further their story-writing skills. This limits the progress they make in writing. The good range of visits, visitors, topic days, and extra-curricular activities interests pupils, opens up new skills and fosters much prized sporting and artistic talents. Provision for personal, social and health education is good. It starts well in the Foundation Stage and, though still developing, the experiences provided both indoors and outside are enticing and stimulating. Good links with other schools support pupils' needs well and make transition to the high schools smooth. ICT provision has improved greatly but pupils are not able to readily incorporate ICT into their day to day learning.

Care, guidance and support

Grade: 2

Care, guidance and support are good overall. Pastoral care is exceptionally good because the personal needs of pupils are supported so well. Staff are very attentive to pupils' well-being and many parents commented favourably on this. The requirements for care, safety and child protection are in place, including those for risk assessment. These arrangements enable the pupils to develop well as individuals in a climate of trust, and grow in self-esteem and confidence, knowing that they are safe and well cared for. Early identification of additional needs results in sharply focused plans and exceptionally good checks on the progress of all pupils ensure that failure does not exist. The assessment systems are used powerfully to track progress, lever up attainment realistically and focus on pupils' potential rather than what they have attained. Academic guidance is good. Pupils know how to make their work better and most of them know what to aspire to.

Leadership and management

Grade: 2

The exceptionally good leadership and management skills of the headteacher have levered up standards quickly. She has implemented changes in ways that enable the school to sustain its performance and develop effective young learners. There are some delightful moments where the depth of pupils' involvement in study shines through. Leadership at all levels also places high priority upon pupils' personal development and well-being. Parents comment favourably about the turnaround in the school's development. Extensive monitoring, analysis of performance and clearly defined accountability for each child's progress is central to the school's work. With exceptionally astute recruitment, focused training and development, and uncompromising

expectations with explicit requirements, the staff team has forged ahead to implement the rigour and commitment to bring this about. Evaluation is exceptionally incisive and, although much supported by the headteacher and deputy headteacher, everyone is involved and keen to secure further improvements in areas such as writing and ICT. External agencies and partners are used very well where needed to support pupils' needs. Governance is ably led, poses critical questions and is vigilant in its management of finances.

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Annex A

Inspection judgements

<i>Key to judgements: grade 1 is outstanding, grade 2 good, grade 3 satisfactory, and grade 4 inadequate</i>	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?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	1
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	2
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	2
The attendance of learners	2
How well learners enjoy their education	2
The extent to which learners adopt safe practices	2
The extent to which learners adopt healthy lifestyles	2
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.

Annex A

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	1
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

Annex B**Text from letter to pupils explaining the findings of the inspection**

I really enjoyed my visit to your school. Thank you for being so helpful in the discussions we had together. You were right when you told me that the school listens to what you have to say. I am writing this letter to tell you that I found your school to be a good one and that the improvements it has made are excellent. I can see that you help your school to improve things too and that there are more things that you want to get on with to make it even better.

Your school takes really good care of you all and everyone works hard to help you to do as well as you can. The school helps you a lot to become sensible and responsible as you grow up. I really enjoyed reading your 'respect' cards. What a great idea to pass the message on! You have taught me something new.

You told me that the school is helping you to learn a lot as well. You are right. I found that you know how to improve your work. This is a super way for you to learn for yourself. It is a skill that will help you when you go to the high school and when you start in the world of work in the future. To help you to learn even better, I have asked the school to:

- help you improve your story-writing skills even more
- provide more opportunities for you to use computers when you are learning.

I really like your healthy eating tuck shop before school and think you have done a super job on the playground design. When I was outside, I couldn't see one child standing still! What a good way to keep fit! Keep up your really good work!