



Bradshaw Community Primary School

Inspection Report

Unique Reference Number 110989
Local Authority Warrington
Inspection number 288819
Inspection dates 29–30 January 2007
Reporting inspector Diane Auton

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

Type of school	Primary	School address	Bradshaw Lane
School category	Community		Grappenhall, Warrington
Age range of pupils	4–11		Cheshire WA4 2QN
Gender of pupils	Mixed	Telephone number	01925 262906
Number on roll (school)	208	Fax number	01925 267312
Appropriate authority	The governing body	Chair	Ms Jane Gwilliam
		Headteacher	Mr Stephen Plant
Date of previous school inspection	15 October 2001		

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Introduction

The inspection was carried out by two Additional Inspectors.

Description of the school

Bradshaw Community Primary School is of average size and is situated in a village residential area close to Warrington. A small percentage of children are entitled to free school meals and the majority live in owner-occupied housing. The number of children with learning difficulties and/or disabilities is smaller than the national average, although the school includes an average number having statements of special educational need. Most children come from White British backgrounds. A very small number of pupils speak a first language other than English.

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 with some notable strengths. It provides good value for money. Standards are above average overall by the end of Year 6 and pupils achieve well overall. The school is justly proud of the high standards reached in English, which have been well above national averages for the past three years. This has been achieved through a successful whole-school drive for improvement. Although this template for improvement has now been tried and tested in the school and found to be effective, it has not yet been applied to mathematics and science. As a result, standards in these subjects are not as high as in English.

The school's caring ethos supports the children's personal development well. Conversations with children show that they have a good awareness of the needs of others and a strong sense of right and wrong. Children with learning difficulties and/or disabilities are given good provision. As a result, they make good progress. The school is inclusive and welcoming.

Teaching and learning are good overall and largely enable children to learn well and make good progress. Target setting and progress tracking have been introduced to support and guide children towards improving their work but systems are not used consistently across classes and subject areas and this dilutes the positive impact that might be achieved. Marking is also inconsistent in quality and doesn't always help the children to understand how to improve their work.

The curriculum is organised with a view to stimulating children's interests and generating their enthusiasm. This contributes well to their personal development. Extended opportunities for learning are provided through a good range of extra-curricular activities and this enriches the children's experience in school. Since the last inspection, provision in the Foundation Stage has improved significantly, enabling children to make a good start to their education. Children in the Reception class become eager and successful learners in an attractive and stimulating learning environment and as a result they make good progress. Provision for information and for communication technology (ICT) has been greatly improved and it is now being used creatively throughout the school to add interest and enhancement to learning across the curriculum.

Leadership and management are good, with particular strengths in the Foundation Stage and for pupils with learning difficulties and/or disabilities. The headteacher has been particularly successful in creating a caring ethos that forms a strong foundation for the school's work. The school has systems in place for monitoring the quality of its provision but these are only having sufficient impact in English. Whole-school improvement plans are insufficiently informed by a detailed analysis of why standards are lower in mathematics and science. Action plans for improvement do not always include identified success criteria, and this reduces their effectiveness.

What the school should do to improve further

- Use systems for monitoring and improving the quality of provision to raise standards in mathematics and science to the levels achieved in English.
- Make marking of work and the use of learning targets consistently good throughout the school in order to help children improve their work.
- Ensure that action plans for improvement contain criteria through which their impact on pupils' achievement can be measured accurately.

Achievement and standards

Grade: 2

Children enter the Reception class with broadly average attainment and, by Year 6, leave the school with standards that are above average overall. This represents good progress. The school is working hard to raise standards in writing in Key Stage 1 through a programme of improved provision, with regular assessment of progress against targets. Although it is too early to evaluate the full impact of this work, encouraging signs of improved standards can already be seen in the children's writing. By the end of Key Stage 2, standards in English are very high and the school has good systems in place to maintain this. Standards in mathematics and science are broadly average; however, the same rigour has not been applied to improving standards in these subjects and, as a result, they could be higher. Pupils with learning difficulties and/or disabilities and the few who are learning English as an additional language make good progress because they are supported well in their learning.

Personal development and well-being

Grade: 2

Pupils' personal development and well-being are good. Parents agree that their children are well supported, and 'The school is all about caring for, and giving confidence to, the whole child,' is a comment typical of parents' views. Good attendance indicates that children enjoy school and are establishing positive routines and attitudes. School rules are clear and children understand what is expected of them. Behaviour is satisfactory and some teachers have introduced rewards systems in class that are beginning to motivate children to maintain their concentration and work hard in all lessons. Spiritual, moral, social and cultural development is good. Children have a good understanding of the richness and diversity of world cultures, promoted through visits to the local church and visitors to school representing various faith backgrounds. Children learn about the importance of a healthy diet and they appreciate the opportunities they have to exercise and take part in sports. However, their understanding of a healthy lifestyle has not yet had direct impact on changing the habit of eating crisps at break time. Children make a satisfactory contribution to school life although the opportunities for them to do so are limited. The school council is a positive development which is enabling the children to start to influence decisions made in school. Children have a good understanding of dangers of substance and

alcohol abuse and of issues around the changes that occur during puberty, and regular visits by the health adviser support this well.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good overall, with areas of particular effectiveness. The best lessons are well structured, stimulating and challenging; relationships and behaviour are good; expectations are high, teaching pace is brisk and children understand the purpose of the activities. As a result, they enjoy their learning and make good progress. Most teachers use good questioning skills to develop children's thinking and extend their understanding and this promotes learning well, especially for those who need extra encouragement and support. ICT is used effectively to enrich learning and children develop good skills. In a few lessons, however, teaching is not always challenging or stimulating enough and this slows progress. Children sometimes become restless in these lessons and standards of behaviour can deteriorate. Good marking practice gives guidance for the children on how to improve their work but this is not yet evident in all classes. Children with learning difficulties and/or disabilities are well taught and included exceptionally well in the work of the class. Teaching assistants give them good support in class and careful monitoring of their progress results in work being well matched to their needs.

Curriculum and other activities

Grade: 2

The curriculum is good. It fulfils all statutory requirements and meets the children's needs well. Provision for those with learning difficulties and/or disabilities is particularly strong. The Foundation Stage curriculum is good, representing significant improvement since the time of the previous inspection. ICT has been improved since the last inspection, with the recent school radio broadcast serving as a good example of the creative way the school is promoting writing across the curriculum. Links between subjects are being developed to add interest and enjoyment to lessons and this is supplemented by regular themed weeks. Good links with the high school help the school to provide a very full range of activities for the children. There are residential opportunities for children in Year 6 and a good range of clubs and activities involving specialist instructors in school.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school's pastoral care systems are good. Vulnerable children and those with learning difficulties and/or disabilities are well catered for. Good quality individual plans support those children who require them; these are reviewed regularly and parents are included in the process very well. As a

result, these children make good progress. Support for those children who do not have English as their first language is good. Procedures to ensure health and safety and child protection are all in place, including statutory requirements for checking staff. Progress in English is tracked in most classes. This information is used well to support improvement in writing and contributes to very high standards in English at the end of Key Stage 2. However, the school has not yet developed such effective practice in tracking progress in mathematics and science. Improvements in marking systems have yet to be adopted by all teachers and, as a result, children are not always given clear guidance on what they need to do to improve their work.

Leadership and management

Grade: 2

The headteacher and the deputy headteacher have created a caring ethos and parents overwhelmingly support the work of the school. Some difficult staffing issues have been resolved during the past two years and the school has now entered a more settled period. An effective governing body has a clear understanding of the school's strengths and weaknesses and governors act as supportive but critical friends to the school. New leadership of the Foundation Stage has had a positive impact on provision in the Reception class. The school has developed effective systems to improve standards in writing in Key Stage 1 and their implementation is being led well, with early signs of improvement already apparent. Provision for children with learning difficulties and/or disabilities is well coordinated and this group achieves well because of this. All this demonstrates the school's good capacity to improve further.

The school has raised standards in English to a very high and sustained level by the end of Key Stage 2. The rigour that characterised the drive, by the subject leader, to raise standards in English has not yet been applied by those responsible for raising standards in mathematics and science. Processes for monitoring teaching and assessment lack sufficient rigour and this prevents school leaders from using data about pupils' performance effectively to help focus the school's strategies to secure further improvements.

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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?	2
The quality and standards in the Foundation Stage	2
The effectiveness of the school's self-evaluation	3
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	3
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	3
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	3
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 very much for the way you welcomed us into the school when we visited you recently to see how you are all getting along with your learning. We enjoyed chatting to you about your work and your life in school and we appreciated how polite and helpful you were to us.

The best things about your school are:

- the good way the staff look after you and help you to do well
- the good progress you make, especially in English
- the improvements that have been made for the youngest children (in the Reception class)
- the extra activities that you enjoy.

We've asked your teachers to improve some things to make your school an even better place to learn. These are:

- to help you to do even better in mathematics and science by the end of Year 6
- to make sure that you know more about what you have to do to improve your work at every stage in your learning
- to draw up a very effective school improvement plan which will guide everyone in their work to raise standards even further.

Thank you for being so helpful. We hope you'll carry on enjoying being in school and doing your very best with your work so that each one of you can be terrific learners!

With our very best wishes