



Great Bradfords Infant and Nursery School

Inspection Report

Better
education
and care

Unique Reference Number 114989
Local Authority ESSEX
Inspection number 290097
Inspection date 6 March 2007
Reporting inspector George Falconer HMI

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

Type of school	Infant	School address	Marlborough Road
School category	Community		Great Bradfords Estate, Braintree
Age range of pupils	3-7		Essex CM7 9LW
Gender of pupils	Mixed	Telephone number	01376 326891
Number on roll (school)	311	Fax number	01376 326330
Appropriate authority	The governing body	Chair	Mrs Joanna Mallows
		Headteacher	Mrs Jane Gates
Date of previous school inspection	21 January 2002		

Age group	Inspection date	Inspection number
3-7	6 March 2007	290097

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Introduction

The inspection was carried out by one of Her Majesty's Inspectors in one day.

Description of the school

Great Bradfords Infant and Nursery School is a large three form entry school that takes pupils mainly from the immediate local area as well as providing places for pupils from further away. The majority of pupils are White British and the percentage of pupils with learning difficulties and/or disabilities is broadly similar to the national average. The percentage of pupils eligible for free school meals is below the national average as is the percentage of pupils who do not have English as their first language.

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 provides a good standard of education for its pupils. It is a thinking school in which the good leadership and management work hard for the success it achieves.

The achievement and standards in the 2006 teachers' assessments at the end of Year 2 show that the standard of education provided by the school is good overall. This is because the standard of teaching is consistently good or outstanding. The curriculum is good and designed to suit pupils' needs. Levels of ability are often low on entry but pupils make good progress in the Foundation Stage, including the valuable time in the Nursery where the rich experiences prepare them well. The end of Year 2 results speak for themselves with reading and writing scoring well above the national average and attainment in mathematics scoring just above it. Recent trends show substantial improvement in the progress pupils make. A great deal of teamwork underpins the good approach to teaching and learning. The shared ethos and commitment of staff are continuing to raise standards. The school has plans in place to bring about greater consistency of achievement in and across the year groups.

Personal development and well-being are good and illustrated in a variety of ways. The level of enjoyment for learning is outstanding. The conscious effort made by the school to provide a happy, healthy environment where each pupil is valued is reflected in the way the pupils speak of their learning and the way in which they enjoy school, including their friendships. They also appreciate their teachers and other staff very much. Care guidance and support are good. Child protection procedures are firmly established as are health and safety procedures. Governors have plans in place for gated access to further improve security. Pupils feel happy in this school and parents are very keen to support its work. The leadership and management team is aware of the need to further develop leadership and management posts and to firmly establish new roles and responsibilities in accordance with the needs of the school.

The school provides good value for money and has a good capacity to improve. The vast majority of parents very much agree with the school's aims and one parent wrote, 'A fantastic school,' whilst another parent wrote, 'My children like school so much that even if they are sick/ ill they still want to go to school.'

What the school should do to improve further

- Make sure there is greater consistency in achievement within and across the year groups.
- Make sure that the leadership and management posts are firmly established in accordance with the needs of the school.

Achievement and standards

Grade: 2

Achievement and standards are good as a result of the good quality teaching and learning across the school. A growing number of pupils enter Nursery with lower levels of ability than expected nationally, particularly in language and communication skills. They are well nurtured in a rich environment and the experiences provided prepare them well for their next stage of education. Good progress is made in the Reception classes so that by the end of the Foundation Stage, assessments show that pupils have made good progress in all areas of their learning. Good levels of attainment at the end of Year 1 show progress to be good in relation to targets. Standards at the end of Year 2 are well above the national average. Pupils achieve very well in both reading and writing and show a marked improvement on the 2005 test scores. The test results for mathematics are sitting at just slightly above the national average. Pupils with learning difficulties and/or disabilities achieve well in relation to their targets. Their scores in reading, writing and mathematics are higher than those found nationally, as are those for pupils for whom English is not their first language.

Personal development and well-being

Grade: 2

Personal development and well-being are good because there is a very strong personal and social education ethos running through the school. The level of enjoyment for learning is outstanding and pupils are really well looked after and taught to adopt healthy lifestyles. The school participates in the fruit and vegetable scheme and holds an annual health week. The importance of healthy living is taught well through the curriculum and pupils are pleased to take advantage of the good opportunities they are given to take part in physical exercise. Strategies for raising attendance are working successfully, including the use of tracking and first day cover procedures. Pupils feel safe in the school, largely due to the clear code of conduct. They know that they can share any concerns with an adult in school. Spiritual, moral, social and cultural aspects of their education are good because of the many opportunities arising out of the curriculum. The pupils quickly settle and develop good relationships with each other. They display a strong sense of right and wrong and are well prepared for the next stage of their lives.

Quality of provision

Teaching and learning

Grade: 2

The quality of teaching and learning is good and well matched to the pupils as they progress through the school. Lessons observed during the inspection ranged from good to outstanding. Pupils in Nursery learn in a rich environment full of exciting and relevant experiences. The Reception staff continue to develop pupils as individuals

and teachers show a good awareness of pupils' needs. Their progress is regularly tracked. Teaching and learning continues to be good in Years 1 and 2 where pupils can speak about their work with good understanding. Pupils speak well of their experiences in school and say they learn a great deal from their teachers and enjoy the lessons. Further arrangements in provision are now being developed to bring about greater consistency of achievement in and across the year groups and to raise standards further.

Curriculum and other activities

Grade: 2

The curriculum and other activities are good. They are broad and balanced and meet pupils' needs. The school has developed its curriculum based on the six areas of learning from the Foundation Stage and merged with National Curriculum requirements. This is a good system which the school is developing further. Much emphasis is placed on the development of core skills as well as knowledge and understanding. The curriculum is relevant, often lively and brings enjoyment to pupils. Literacy is developed well through a variety of themes as observed in the classrooms and in displays around the school. Mathematics is taught separately and ensures good coverage across the year groups. The curriculum is enriched through specialist subject staff and pupils benefit from inputs in music and dance as well as art and design. The art and design in school is of a particularly good quality. Visits to extend pupils' learning prove to be valuable. Visitors are also invited into the school to develop and extend pupils' ideas further.

Care, guidance and support

Grade: 2

Care, guidance and support are good in this school, where the emphasis is placed on developing the individual's learning in a safe environment in which all pupils feel valued. Pupils state that they feel secure, are happy in school and have friends to play with. The code of conduct for the school is be safe, be kind and be responsible and this works very well for pupils. Policies for child protection, risk assessments and health and safety are up to date. There are designated child protection and health and safety officers. All learners, including those with learning difficulties and/or disabilities are well supported in their learning through the use of regular monitoring and tracking of progress. Individual education plans are comprehensive and support pupils well.

Leadership and management

Grade: 2

The leadership and management of the school are good and this is reflected in the good levels of attainment in the 2006 test results. The headteacher is relatively new to the school and has already made a good impact in a short space of time. Much of this is due to the sense of corporate spirit amongst the staff and the common aim they all have of doing their best for pupils. The school operates a good monitoring, tracking and target setting system for all pupils and this is being developed further. Curriculum

plans are revised regularly and members of the leadership and management team frequently check that the curriculum is having a positive impact on the pupils. Governors play an active role including visits to classrooms to find out how well things are working. The chair of governors acts as a good critical friend to the headteacher and raises challenging questions about whole school issues. Staff are actively encouraged to participate in the leadership and management of the school and are very reflective of their own practice. The school is now continuing to develop the leadership and management posts to firmly establish new roles and responsibilities in accordance with the needs of the school and to raise standards further. The school provides good value for money and has a good capacity to improve.

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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	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	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	3
How well learners enjoy their education	1
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	2
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

7 March 2007

Dear Children

Great Bradfords Infant and Nursery, Marlborough Road, Braintree, Essex, CM7 9LW

I am writing to you to say a big thank you for all your help when I visited your school. I found that you were very courteous and polite and you gave me lots of information about your school, including your lessons and your teachers. You really do enjoy your lessons and all of you think that your teachers do a really good job in supporting you and making lessons interesting. You told me about the friendships that you have and you said that you were happy to go to a school where you felt really safe and secure. It's also good to know that you can talk to friends and adults when you have any problems.

Most of you are making good progress in your learning and you are learning about lots of interesting things. I particularly liked the way in which you are able to talk about your school and the way in which you do your bit towards helping others less fortunate than yourselves.

Your teachers are very pleased with you and the progress that you make and now they are making more plans to make sure that you learn as much as you can, at every point all the way through school. In order to do this, all the staff are going to work even closer with the headteacher so that they can all share information and discuss the right plans for your learning. In this way they will make all your lessons just right so that you can learn even more than you are doing now.

Best wishes

George Falconer Her Majesty's Inspector