

Bradwell Junior School

Inspection report

Unique Reference Number	112512
Local Authority	DERBYSHIRE LA
Inspection number	310908
Inspection dates	11–12 September 2007
Reporting inspector	Michael Best

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

Type of school	Junior
School category	Community
Age range of pupils	7–11
Gender of pupils	Mixed
Number on roll	
School	50
Appropriate authority	The governing body
Chair	Mr Max Turner
Headteacher	Mr Ian Rose
Date of previous school inspection	14 June 2004
School address	Hugh Lane Bradwell Hope Valley Derbyshire S33 9JB
Telephone number	01433 620473
Fax number	01433 620473

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Introduction

The inspection was carried out by an Additional Inspector.

Description of the school

This village junior school is much smaller than most primary schools. Pupils come from a mixture of privately owned and rented homes in the village and surrounding area. Most join in Year 3 from the nearby infant school. The proportion of pupils joining and leaving the school other than at the usual times is lower than the national average. The proportion of pupils eligible for free school meals is below average.

Pupils are taught in two mixed-age classes and there are more boys than girls in each year group. In common with many other schools in the area, the number on roll has fallen over the last three years. Staff responsibilities have recently changed following the departure of a part-time teacher.

Most pupils are from White British backgrounds and the proportion speaking English as an additional language is below average. Pupils' attainment at the start of Year 3 is above average overall but covers a wide range of ability. The proportions of pupils with learning difficulties and/or disabilities, and those with statements of special educational needs, are above average.

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 an improving school that provides pupils with a good quality of education. The headteacher, staff and governing body have worked hard during the last two years to raise the overall effectiveness of the school to good. Monitoring information on the progress of individuals and small groups, which is more reliable than statistics in this very small school, show that pupils achieve well. This is because teaching and learning have improved and are now good. Changes in class organisation and the implementation of different styles of teaching are successfully meeting pupils' interests and learning needs. In particular, the school's emphasis on encouraging and developing pupils' language skills across the curriculum is successfully promoting their confidence and active participation in learning. Pupils enjoy a good range of opportunities in lessons and other activities that prepare them well for the next stage of their education. Standards at the end of Year 6 are above average, reflecting a marked improvement in pupils' achievement in writing during the last year, especially for boys. A key factor in this improvement has been the teachers' use of information gained in marking pupils' work and involving pupils in setting specific and achievable learning targets. Much is recently in place and has still to become fully established across the school to help further improve standards, particularly in spelling.

Staff know their pupils well and provide a good standard of care, support and guidance. Parents are pleased with the school and find staff approachable. There are good arrangements to support vulnerable pupils and effective arrangements for their safeguarding. Pupils' personal development and well-being are good. They enjoy school and want to do well. Recently arrived pupils say they are settling in well and enjoying their new experiences. Behaviour in and around the school is good, and pupils feel safe and secure. They have a good understanding of healthy lifestyles and enthusiastically participate in a wide range of physical activities at break times. Pupils appreciate the individual attention and support they receive from staff, and work well, both independently and with each other. They actively support a good range of out-of-school activities. Pupils are very enthusiastic and knowledgeable about environmental issues and take their responsibilities for these very seriously. As a result of these and other roles in and out of school, pupils' contribution to the community is outstanding.

Leadership and management are good. Staff and governors have a good appreciation of the school's strengths and shortcomings. Priorities in the school's improvement plan accurately identify what needs to be done to improve further. The headteacher gives the staff team a good lead and its members work well together. They are committed to improvement and promoting high standards for all pupils. The governing body is well led and successfully holds the school to account. Good use is made of learning resources, and staff are deployed effectively. The headteacher has taken responsibility for most of the school's self-evaluation of its work. Recently, staff and governors have become more involved and the school rightly sees this as an area for development. The school is successfully raising the quality of its provision and the standards achieved by pupils. It has improved the quality of its curriculum and the standard of pupils' independent learning skills since the last inspection. The school demonstrates a good capacity to improve further and provides good value for money.

What the school should do to improve further

- Embed and further develop pupils' skills in writing, particularly in spelling.

- Extend good practice in involving pupils in setting targets and monitoring their improvement to other subject areas.
- Increase the involvement of staff and governors in monitoring and evaluating the work of the school.

Achievement and standards

Grade: 2

Standards in English, mathematics and science are above average and achievement is good. This represents a good improvement in achievement during the last two years, prior to which, pupils were underachieving. Improvements in reading, mathematics and science were achieved more rapidly than in writing but this is now being effectively addressed. In speaking and listening, many pupils have made very good progress. Overall, the school has met and, at the higher levels exceeded its statutory targets for last year.

The school has successfully reduced the differences in achievement between boys and girls, and these are no longer significant. Pupils with learning difficulties and/or disabilities, and those for whom English is an additional language, are well supported and make good progress. More able pupils also make good progress, maintaining their above average position in national tests from Year 2 to Year 6.

Personal development and well-being

Grade: 2

Pupils' spiritual, moral, social and cultural development is good. They have a good understanding of right and wrong, and respect for the different cultures in modern Britain and the wider world. Pupils are enthusiastic about coming to school and have settled quickly at the start of the new school year. Attendance is good and pupils are punctual.

In the last school year, the behaviour of a small but significant minority of older pupils fell short of the school's expectations. In discussion, pupils currently in the school say that the new term has got off to a good start with younger pupils praising those now in Year 6 for setting a good example to others. Pupils mix well at break times and over lunch, and respect each other's points of view in lessons. They know how to stay safe and say that staff act promptly to resolve any problems that arise.

In lessons, pupils are attentive and readily take responsibility for their learning. Good standards in literacy, numeracy and information and communication technology (ICT), and links with local industry, are successfully developing their economic awareness. Pupils have an excellent community spirit. They willingly take on responsibilities in and around the school. They actively promote recycling, composting and energy saving. Older pupils run the daily fruit shop and the school council is involved in making spending decisions. Various local groups have benefited from the pupils' charity fund raising efforts and musical performances.

Quality of provision

Teaching and learning

Grade: 2

Teaching and learning are good. Lessons are interesting and build upon pupils' previous learning. Planning caters for the interests and needs of different abilities within mixed age classes. Pupils are well managed and learning resources, including ICT tools, are used effectively. Relationships

between staff and pupils are good and there is a good working atmosphere in lessons, particularly when pupils are working independently.

Teachers effectively share and review learning intentions with pupils, focusing on the progress they have made in lessons. Time is well used. Teachers phrase questions well so that pupils answer fully, explaining and expanding on what they are thinking. Pupils respond confidently, choosing their words carefully and using correct subject vocabulary. Pupils value each other's answers and often add their own contribution. This good use of language is successfully helping pupils to enrich their writing.

Teachers discuss pupils' ongoing work with them in lessons and give helpful pointers to help them to succeed. In writing in English, teachers and pupils agree targets for improvement and teachers mark pupils' work against these. As a result, pupils know what they need to do to improve and teachers can more sharply focus their planning of the next steps in pupils' learning. The school identifies this as good practice to develop in other subject areas.

Curriculum and other activities

Grade: 2

The school provides pupils with a good range of learning opportunities. Staff are successfully using the national strategies for teaching literacy and numeracy to guide their planning, and have addressed the shortcomings in pupils' use of ICT highlighted at the time of the last inspection. They are establishing links between different subject areas through a focus on language skills, but recognise that there is still much work to be done to develop and embed this in the school. Staff provide good support for pupils who need additional help and successfully challenge the more able. Pupils for whom English is an additional language have full access to the school's curriculum.

The school effectively promotes its programme for pupils' personal, social and health education and citizenship. It emphasises pupils' cultural development beyond the local area and pupils join in activities with neighbouring schools. Out-of-school activities are well supported and provide pupils with good opportunities to develop their interests and take responsibility.

Care, guidance and support

Grade: 2

Care, guidance and support are good. The school has effective procedures in place to promote pupils' welfare and safety. It successfully helps pupils to develop their personal and social skills, and prepares them well for the next stage of their education. Staff provide good opportunities for pupils to take responsibility in lessons and around the school.

There are suitable systems for monitoring how well pupils are progressing in reading, writing, mathematics and science, and for recording their progress in other subjects. Staff use this information to set their pupils suitably challenging yet achievable targets, and have started to increase pupils' involvement in this process. The school has effective systems for identifying and supporting pupils with learning difficulties and/or disabilities and maintains close links with outside agencies.

Leadership and management

Grade: 2

The headteacher has acted purposefully to raise standards. Through reorganisation he has successfully strengthened the staff team and they share his clear vision for the development of the school. The increased involvement of staff and governors in collecting and using information about how developments in teaching and learning have raised pupils' achievement is more robustly guiding plans for further improvement. Action to address the priorities in the school improvement plan is systematically planned, with budget allocations, timescales, responsibilities and monitoring arrangements clearly outlined.

Day-to-day routines are well established and the school runs smoothly. The school enjoys good relations with parents and carers. There are good and improving links with partner schools which ensure the smooth transition of pupils from one stage of their education to the next. The governing body meets all of its statutory requirements and successfully harnesses the expertise of its members. The budget is carefully managed to maximise the use of available funds.

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Annex A

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
Effective steps have been taken to promote improvement since the last inspection	Yes
How well does the school work in partnership with others to promote learners' well-being?	2
The capacity to make any necessary improvements	2

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 extent to which learners adopt healthy lifestyles	2
The extent to which learners adopt safe practices	2
How well learners enjoy their education	2
The attendance of learners	2
The behaviour of learners	2
The extent to which learners make a positive contribution to the community	1
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 leaders and managers use challenging targets to raise standards	2
The effectiveness of the school's self-evaluation	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

13 September 2007

Dear Pupils

Inspection of Bradwell Junior School, Hope Valley, Derbyshire, S33 9JB

Thank you very much for making me so welcome when I visited your school earlier this week. I enjoyed seeing you at work in lessons and hearing about the interesting things you do in school. I am particularly impressed by the work you are doing through your ECO committee to make everyone aware of the importance of recycling and saving energy. I am pleased to hear that you enjoy coming to school and congratulate you on your good attendance and punctuality. You behave well, and know what to do to keep healthy and safe. I am glad to hear from younger pupils that the new Year 6 are giving you a good example of how to behave well in and around the school - keep it up!

You are making good progress during your time at Bradwell Junior and the standard of your work has risen over the last two years. Teaching is good because your teachers are really involving you in learning and you are all working hard. I am very impressed with your confidence in answering questions, particularly your very good use of vocabulary to describe what you know and are thinking. You work well on your own and in groups. Last year, the school's results in writing were much better. This was greatly helped by teachers setting you individual targets for your next piece of writing when they marked your work and involving you in checking your own progress. I have asked them to do this in other subjects. I have also asked them to carry on the good work they have done to improve your writing as your spelling is not as good as it could be.

The staff know you well and take good care of you. They provide you with a good range of activities both in and out of lessons. The staff and governors have recently improved the way in which they check on your progress and find out what the school needs to do to next. I have asked them carry on and extend this good work to help you to do even better. Through the school council, you have a valuable part to play in helping them develop the school further. Keep working hard and enjoying school.

Yours truly

Mike Best

Lead Inspector