

Bradwell CofE (Controlled) Infant School

Inspection report

Unique Reference Number	112803
Local Authority	Derbyshire
Inspection number	311012
Inspection date	5 March 2008
Reporting inspector	Rajinder Harrison

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

Type of school	Infant
School category	Voluntary controlled
Age range of pupils	4-7
Gender of pupils	Mixed
Number on roll	
School	37
Appropriate authority	The governing body
Chair	Mrs Ruth Allen
Headteacher	Mrs Helen Smith
Date of previous school inspection	13 October 2003
School address	Church Street Bradwell Hope Valley Derbyshire S33 9HJ
Telephone number	01433 620409
Fax number	

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Introduction

The inspection was carried out by one Additional Inspector.

Description of the school

This is a smaller than average sized school. All pupils are of White British origin. The proportion of pupils with learning difficulties or disabilities is lower than average and no pupil has a statement of special educational need. Most children start school with knowledge and skills that are at the levels expected.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

This is an outstanding school. Its success stems from the exceptional commitment of the headteacher, staff and governors to give pupils the best start possible in their education. Outstanding leadership, teaching and the curriculum result in pupils making excellent progress in their learning and their personal development. Because pupils feel secure, happy and valued at school, they form excellent relationships, grow in self-confidence and want to do their best. They make healthy choices, take regular exercise and know how to keep safe. They make an excellent contribution to the community and are exceptionally well prepared for the future. Parents are extremely positive about the school. Pupils say they love being there. Their good attendance and the very high standards they achieve show they enjoy learning. Pupils have an excellent understanding of their own culture but are less aware of the diverse cultures that make up modern Britain. School leaders have been successful in establishing and maintaining what parents describe as, 'an excellent and caring environment where children thrive because they are treated as individuals'.

Expectations of what pupils can do are very high. Because staff know the children well, and check their progress closely, they provide the right support to help them achieve their best. Pupils make excellent progress in Years 1 and 2, with good individual guidance and a high level of challenge for the more able. Standards at the end of Year 2 are very high, particularly in reading and mathematics. Pupils who have learning difficulties or disabilities receive very good support to achieve as well as their classmates. Pupils' very good grasp of the basic skills of literacy, numeracy and information and communication technology (ICT), helps them achieve well in other subjects. Excellent out-of-class activities enrich learning very effectively. Care, guidance and support are good. Pupils are looked after well. While they have targets to help them improve their work, they do not always understand these or know how to check if they have achieved them.

The headteacher's outstanding leadership and management, and excellent support from staff and governors, have ensured the school's excellent improvement since the last inspection. The procedures to check the school's performance are very thorough and the school is accurate in its self-evaluation. Improved resources and regular practice of skills have helped to raise standards in ICT. The introduction of daily phonics teaching has had a marked impact on pupils' writing skills. Astute financial management ensures priorities, such as ICT training for staff, are resourced adequately. Pupils' high achievement reflects excellent value for money. School leaders have excellent capacity to make further improvements.

Effectiveness of the Foundation Stage

Grade: 1

Children make excellent progress because teaching and the curriculum are now outstanding. Excellent leadership has led to improved provision. Parents confirm that their children settle quickly and enjoy school. In a safe and supportive atmosphere where routines are well established, children arrive eagerly and immediately busy themselves with reading and other activities. Children sign themselves in without prompting. They eagerly try all the activities provided, selecting from a very good balance of adult-led activities and those that they can choose for themselves. Because staff have high expectations of what children can do, children's personal and social development is particularly strong. Imaginative activities encourage children to explore and discover through play. Children love the improved outdoor area where they have

excellent opportunities to extend their learning. Staff check children's progress carefully and challenge them, intervening sensitively to support individuals.

What the school should do to improve further

- Involve pupils more in setting their targets and checking their work to see if they meet them successfully.
- Provide more opportunities for pupils to explore Britain's cultural diversity.

Achievement and standards

Grade: 1

Children start school with attainment that is at the expected levels and attain very high standards by the end of Year 2. This represents outstanding achievement. By the end of the Foundation Stage, many children are working at well above average levels. Emphasis on children's word building strategies has helped to raise achievement in writing. Standards at the end of Year 2 have been well above average for some years. In the last two years, they have risen to being exceptionally high. This is because teaching has improved and teachers' expectations of pupils are high. They check pupils' progress closely and organise extra help for those who fall behind or have learning difficulties or disabilities. The action taken to improve speaking and listening has had a significant impact on pupils' reading and writing skills, particularly their independent writing. Pupils' improved literacy is helping them to work more confidently with problem-solving activities in mathematics and science.

Personal development and well-being

Grade: 1

Pupils' personal development, including their spiritual, moral and social development is outstanding and their, cultural development is good. Pupils' behaviour is exemplary. They form excellent relationships with everyone. Through assemblies, they develop excellent awareness of the world and their role in looking after it. They respond enthusiastically in lessons, settle to work efficiently and help others when adults are busy. They love doing jobs around the school, such as distributing fruit, organising play equipment and tidying up. Older pupils check that everyone plays safely in the playground. The school forum meetings show that pupils have excellent opportunities to voice their views about, for example, fund raising activities, re-cycling projects and deciding the school rules. They have an excellent understanding of how to stay fit and healthy. They choose healthy options at lunchtimes, undertake vigorous exercise at break-times and enjoy the many dance events the school organises. They know how to stay safe, understand the dangers of drugs and who to go to if they are worried. Through the many community events and trips they undertake, pupils gain a very good understanding of their own culture and traditions. However, they are less aware of the cultures that make up Britain today and how this affects them. Attendance is good and not outstanding because a few pupils take holidays in term time. With pupils' excellent personal skills and high achievement, preparation for the future is outstanding.

Quality of provision

Teaching and learning

Grade: 1

Pupils say that lessons are fun. Lessons run at a lively pace and teachers ask probing questions that encourage pupils to think. Pupils enjoy discussing their ideas and confidently ask for help when they are unsure. Activities are very varied and demanding, often set against tight timescales, so pupils work efficiently. Pupils particularly enjoy exploring and discovering for themselves. Imaginative use of resources and interactive whiteboards aid pupils in making better sense of their learning. Themes linking subjects enable pupils to see how work in one subject helps them succeed elsewhere. For example, they count the vehicles that drive past the school and use computers to present their findings. Teachers take careful account of individual needs, often designing activities for specific pupils. Well-qualified support staff help all pupils participate fully. Regular assessments identify pupils who need additional support.

Curriculum and other activities

Grade: 1

Pupils benefit from a broad and exciting curriculum that is greatly enhanced by an excellent range of enrichment activities. Planning builds successfully on what pupils can do already and teachers use effective activities to help pupils who need specific help. Grouping pupils by ability in speaking and listening, for example, has helped all pupils make more rapid progress. The extra emphasis on writing in all subjects has led to improved standards. The resources and the curriculum for ICT have improved. Pupils now use computers to process their work and carry out independent research in many subjects regularly. Pupils have also benefited in their physical development through improved facilities and resources for outside play and physical education. Themed events such as book days, cultural activities, many visits and visitors, such as from the public services, make an excellent contribution to pupils' experiences of the world of work and leisure. Although pupils have insufficient opportunities to explore other cultures, religious education, links with the church and a very good programme for personal, social and health education, support pupils' personal development very effectively.

Care, guidance and support

Grade: 2

Pastoral care arrangements are outstanding. Child protection, health and safety and safeguarding procedures meet requirements. Pupils know staff will help them if they are worried or upset. Problems that arise are dealt with promptly. Pupils who have specific social, emotional or educational needs are supported very sensitively. External agencies are consulted where necessary. Procedures to help children settle, when they first start school, are very good and, through excellent links with the junior school, pupils' preparation for the next stage of their education is excellent.

Pupils' progress is assessed thoroughly, particularly in literacy and numeracy, to set accurate targets and identify those who may be falling behind or need specific help. Individual targets are challenging but realistic although pupils are not always clear about what they have to do to attain their targets and are not involved enough in checking their work. Marking is generally good in literacy, showing pupils how to improve their work, but the practice is not as good in other subjects.

Leadership and management

Grade: 1

Staff and governors share the headteacher's drive to achieve excellence and have a very accurate picture of the school's strengths and weaknesses. Supported by extremely effective staff, the headteacher has established a culture of high expectations. Governors provide excellent support. Together with senior leaders, they plan to improve the school and make raising standards a high priority. Subject leadership is a shared responsibility and is very effective. Everyone is involved in monitoring the school's work to ensure improvements benefit pupils. Teaching and learning are monitored rigorously. Staff who need training have excellent opportunities to develop their skills. Teachers analyse pupils' progress carefully, modifying the curriculum from year to year to help every pupil succeed. Recent improvements in writing have already had a significant impact on standards in literacy. Parents are overwhelmingly supportive. Several commented extremely favourably on how much their children enjoy school and the very good progress they make. For example, one said 'My child can't wait to get here, I am really happy with the school'. Links with other schools, local businesses and the community are very good and their contributions support pupils' excellent progress.

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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?	1
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?	1
The effectiveness of the Foundation Stage	1
The capacity to make any necessary improvements	1

Achievement and standards

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

Personal development and well-being

How good is the overall personal development and well-being of the learners?	1
The extent of learners' spiritual, moral, social and cultural development	1
The extent to which learners adopt healthy lifestyles	1
The extent to which learners adopt safe practices	1
How well learners enjoy their education	1
The attendance of learners	2
The behaviour of learners	1
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	1

The quality of provision

How effective are teaching and learning in meeting the full range of the learners' needs?	1
How well do the curriculum and other activities meet the range of needs and interests of learners?	1
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?	1
How effectively leaders and managers at all levels set clear direction leading to improvement and promote high quality of care and education	1
How effectively leaders and managers use challenging targets to raise standards	1
The effectiveness of the school's self-evaluation	1
How well equality of opportunity is promoted and discrimination tackled so that all learners achieve as well as they can	1
How effectively and efficiently resources, including staff, are deployed to achieve value for money	1
The extent to which governors and other supervisory boards discharge their responsibilities	1
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

6 March 2008

Dear Children

Inspection of Bradwell CofE (Controlled) Infant School, Church Street, Bradwell, S33 9HJ.

Thank you for making me welcome in your school and for talking to me about all the interesting things that you do there. I know that you and your parents are very proud of your school and rightly so because your school is outstanding. Your headteacher and all the other staff are doing an excellent job in making sure you get off to a flying start in your education.

Your behaviour is excellent. It was lovely to see how well you get on with each other and how enthusiastic you are in lessons. It was brilliant to see so many hands go up to answer questions and I was delighted to see how quickly you settle to your work and try your best. You told me how much you enjoy the interesting activities you do in your lessons and when you go on trips and how you enjoy working with the many visitors who come to your school. From the photographs, I could see that you loved your visit to the theatre, doing dancing and dressing up as characters from some of the stories you read. I was really pleased to see you recycle so many waste materials and that you know so much about healthy eating. It is good that you know staff take good care of you and help you if you are upset.

You all make excellent progress. The youngest of you are doing really well in Reception and those of you who are in Year 2 are doing work that is so much better than is usually expected from children of your age.

Some of you said you were not sure what your targets were or what you have to do to reach them and so I have asked your teachers to help you understand your targets and show you how to check your work so you know when you have reached your targets. I have also asked your teachers to plan more activities where you can meet people from other cultures and learn about how their lives are different from yours.

You can help too by not missing school if you can help it and by continuing to work hard and doing your very best. Thank you again for being so helpful and friendly when I came to see you.

Best wishes,

Rajinder Harrison,

Lead inspector