

Bradwell Primary School

Inspection report

Unique Reference Number	124106
Local Authority	Staffordshire
Inspection number	328055
Inspection date	29 January 2009
Reporting inspector	Lois Furness

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

The registered childcare, managed by the governing body, was inspected under section 49 of the Childcare Act 2006.

Type of school	Primary
School category	Community
Age range of pupils	3–11
Gender of pupils	Mixed
Number on roll	
School (total)	210
Government funded early education provision for children aged 3 to the end of the EYFS	0
Childcare provision for children aged 0 to 3 years	0
Appropriate authority	The governing body
Chair	Andrew Knight
Headteacher	Abigail Rourke
Date of previous school inspection	28 February 2006
Date of previous funded early education inspection	Not previously inspected
Date of previous childcare inspection	Not previously inspected
School address	Cauldon Avenue Bradwell Estate Newcastle ST5 8JN
Telephone number	01782 297700
Fax number	01782 297706

Age group	3–11
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Introduction

The inspection was carried out by two Additional Inspectors who evaluated the overall effectiveness of the school and investigated the following issues:

- the quality of provision in the Early Years Foundation Stage (EYFS) and overall progress in this key stage
- how the school was raising standards and improving pupils' achievement in subjects other than English and mathematics
- the thoroughness of safeguarding procedures.

Evidence was gathered from observations around the school, discussions with pupils, staff and a member of the governing body, and analyses of the school's working documents and the questionnaires completed by parents. Other aspects of the school's work were not inspected in detail, but the inspectors found no evidence to suggest that the school's own assessments, as given in its self-evaluation, were not justified, and these have been included where appropriate in this report.

Description of the school

In this average-size primary school, there is an above average proportion of pupils entitled to free school meals. The proportion of pupils with learning difficulties and/or disabilities is below average and the numbers of pupils joining the school other than at the usual times (mobility) is above average. The vast majority of pupils are of White British heritage. The school's provision for the EYFS comprise of a part-time Nursery and a Reception class. On site, there is a before- and after-school club managed by the governing body. The school has attained a number of awards, including the Healthy Schools Award, Sports Active Mark, the silver Eco School Award and full Dyslexia Status in 2008.

Key for inspection grades

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

Overall effectiveness of the school

Grade: 1

Bradwell is an outstanding school where pupils make excellent progress both in their academic work and their personal development. The school has gone from strength to strength since its previous inspection, because of outstanding leadership and management, where there is a relentless focus on raising standards and improving all aspects of the pupils' education. The inspirational leadership of the headteacher has been pivotal in creating an ethos of very high expectations. She is ably supported by very dedicated and enthusiastic staff. Together with the very good support of the governors, they have very effectively ensured that pupils attend an exciting vibrant school, where pupils are able to achieve their very best. Understandably, parents are delighted with the school, typically saying, 'Bradwell is a small school with a big heart. It has many strengths but for me, it is its caring, sharing, 'every child matters' ethos, that makes this school so special!'

Pupils love learning, and respond very well to the excellent teaching and outstanding levels of care. These are the reasons why the vast majority of pupils attend regularly and attendance has improved to broadly average. They feel safe and secure, and all current checks to safeguard pupils are rigorously in place. Very close links with outside agencies add to the high quality of support provided for all pupils. The partnership with parents and carers is also very strong. They know their views are valued and much effort is made to involve them in their children's education. The 'Learning Logs' of those pupils with learning difficulties and/or disabilities are excellent, ensuring parents and carers are kept up to date with their children's progress. The before- and after-school clubs and the parents' breakfast club are facilities the community greatly appreciates. Pupils also value what the school does for them, and relationships between staff and pupils are excellent. As one pupil typically said, 'Our teachers are great. They are always there to help and do much more for us than they need to. They are like our parents!' The curriculum is outstanding, with very good links made between subjects. This results in good progress made in subjects such as history, geography and religious education. Exciting activities capitalise on pupils' interests, making learning fun, relevant and meaningful. Arts week projects take place in all year groups, enabling children to learn about aspects of life, traditions and cultures of countries from across the world.

Children get an excellent grounding in the EYFS, and by the time pupils leave in Year 6, they attain standards that are consistently well above the national average in English, mathematics and science. A significant factor in this excellent academic achievement is the quality of teaching. Teachers, together with support staff, believe all pupils can succeed. They make excellent use of assessment to track progress and activities are skilfully tailored to meet all pupils' needs. Resources such as information and communication technology are used exceptionally well and this includes the use of exciting wall displays, which enhance learning by providing prompts and key words as well as celebrating pupils' work. Pupils' enthusiasm and excellent attitudes are shown as they work hard and confidently ask and answer questions. They know how well they are doing, and understand what they need to do to improve. They take a great pride in their work, and written work is neat and carefully presented. However, although older pupils know how to punctuate sentences correctly and can join letters together competently, they do not use these skills consistently in their written work.

Pupils' personal development is excellent, and by Year 6, pupils develop into very mature, thoughtful and very caring individuals. Behaviour is outstanding. These features prepare them extremely well for their next stage of education. Pupils know of the importance of leading a

healthy lifestyle, trying hard to eat sensibly and to take regular exercise. They know of the dangers of smoking, taking drugs and of alcohol. The views of pupils are respected and they speak proudly of their roles as school councillors, willingly taking on the many responsibilities within the day-to-day life of the school. They raise funds for charities, and develop a strong moral conscience.

Underpinning the school's success is the high quality of leadership and management at all levels within the school. The headteacher sets the tone and is unstinting in her drive to move the school forward. Challenging targets are set for each year group and progress towards these targets are checked upon regularly. Self-evaluation is rigorous and any identified weaknesses immediately acted upon. For example, recognising the importance of enabling pupils to be more involved in working with different communities within multi-ethnic Britain, a detailed and thorough action plan is in place. The leadership is committed to ensuring all pupils are included in all aspects of the schools' provision, with academic and personal development of equal importance. Excellent progress has been made since the last inspection and, given the very effective senior management team and strong governing body, the school has an excellent capacity to improve in the future.

Effectiveness of the Early Years Foundation Stage

Grade: 1

The EYFS provides all children with a very happy and secure start to their school life. Most children start in the Nursery with skills that are below those expected for their age. They make exceptional progress and by the end of the Reception Year, most attain standards that are well above those seen nationally in all areas of learning. The overall focus of EYFS staff is clearly on developing a love of learning alongside the acquisition of basic skills. As a result children thrive, developing outstanding attitudes to learning. This was seen as children excitedly and enthusiastically took part in activities to celebrate Chinese New Year. Children's achievement is excellent.

Outstanding provision is the key contributory factor to the outstanding gains children make. All welfare requirements are securely in place. Staff know children very well and the quality of tracking children's progress is excellent. Assessments are accurate and rigorous. A very well structured curriculum ensures there is an excellent balance between indoor and outdoor learning. Teaching is of the highest quality. A real strength is the emphasis on independent learning as children make sensible choices about which activities to pursue. Induction procedures are highly effective and there are excellent relationships between the staff and parents. Leadership and management are highly effective, inspiring staff to work closely together to ensure these young children have a very secure platform on which to build as they move up through the school.

What the school should do to improve further

- Ensure older pupils consistently apply their punctuation and handwriting skills in their written work.

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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 capacity to make any necessary improvements	1

Effectiveness of the Early Years Foundation Stage

How effective is the provision in meeting the needs of children in the EYFS?	1
How well do children in the EYFS achieve?	1
How good are the overall personal development and well-being of the children in the EYFS?	1
How effectively are children in the EYFS helped to learn and develop?	1
How effectively is the welfare of children in the EYFS promoted?	1
How effectively is provision in the EYFS led and managed?	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/or disabilities make progress	1

¹Grade 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.

Personal development and well-being

How good are 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
The extent to which learners enjoy their education	1
The attendance of learners	3
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 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?	1

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 eliminated	1
How well does the school contribute to community cohesion?	2
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

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

30 January 2009

Dear Pupils

Inspection of Bradwell Primary School, Newcastle-under-Lyne ST5 8JN

It was a delight and a privilege to inspect your school. We really enjoyed talking to you and we agree with you and your parents when you say you attend an outstanding school. It is clear that you have a wonderful time because of all the exciting things you have to do. It was good to hear that you know lots about keeping healthy and safe. We were very impressed by your outstanding behaviour. You have very good manners and make visitors very welcome indeed. It was lovely the way you all said 'Good morning' to us when you met us for the very first time. Please thank your parents and carers for sending back the questionnaires. They told us lots of very good things about your school, including how much they enjoy the morning breakfast club.

We were very impressed by the way you treat others with care and respect. We think those of you on the school council do a good job, as do all the other children who willingly take on responsibility such as being prefects, reading buddies, playground leaders and librarians. Because you feel very safe and secure and you all get on well together, you are able to learn well in lessons. In the time you are at Bradwell School, you all improve rapidly and when you leave in Year 6, the standards you attain in English, mathematics and science are well above those found in most schools. Well done! Although you know how to correctly punctuate sentences and many of you can join letters together, you do not always use these skills in your written work. So, I have asked your teachers to regularly remind you of this before you start your writing. Your teachers and support staff have excellent skills to ensure you make very good progress in your work. They work very hard indeed to make sure your school just gets better and better. Those of you in the Nursery and Reception classes have a great time at school because of all the interesting things you have to do. You also make very good progress.

A key person in giving you all such a good start to life is your headteacher. Together with the staff and governors, she makes sure you all get the best possible deal. She sets high standards and gets the very best out of the staff team.

Thank you once again for your help, keep on working hard and all best wishes for the future.

Yours faithfully

Lois Furness Lead inspector