

# Bradwell Village School

## Inspection report

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<b>Unique Reference Number</b>	110369
<b>Local Authority</b>	Milton Keynes
<b>Inspection number</b>	337479
<b>Inspection dates</b>	9–10 February 2010
<b>Reporting inspector</b>	Alison Grainger

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

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<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	7–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	241
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Ms Dianna Moylan
<b>Headteacher</b>	J Kennington
<b>Date of previous school inspection</b>	19 March 2007
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## Introduction

This inspection was carried out by three additional inspectors. Inspectors spent 8 hours 35 minutes looking at teaching and learning. This time included observation of 10 lessons involving nine teachers, observation of support provided for small groups for literacy and scrutiny of pupils' recorded work. Meetings were held with the headteacher and other staff with key leadership and management roles, governors, the independent welfare consultant employed by the school, and the local authority School Improvement Partner. Inspectors also met with groups of pupils. They spoke informally with parents at the start of the school day. Other aspects of the school's work were observed, including break times. Documentation was checked, such as policies, records of monitoring and evaluation, and information provided for parents on their children's progress. Inspectors received 39 completed parental questionnaires.

The inspection team reviewed many aspects of the school's work. It looked in detail at the following:

- the progress of all ability groups, to see how well teaching and the curriculum meet pupils' needs in each year
- the quality of pupils' personal development, including the extent to which they take responsibility, contribute to the community, and gain understanding of modern multi-ethnic society
- the accuracy with which leaders and managers evaluate provision, particularly teaching, and drive improvements that reflect high ambition for pupils.

## Information about the school

About three quarters of pupils are of White British heritage. Other pupils are from a wide range of other ethnic backgrounds. The percentage of pupils with special educational needs and/or disabilities is a little above average. Most of these pupils have moderate learning difficulties or social, emotional and behavioural problems. The school has Healthy Schools status and Active Mark recognition.

An after-school club is run on the school site for pupils of this school and its feeder first schools. This provision, which is managed by an outside provider, also extends to childcare in school holidays. A breakfast club, which pupils from this school may attend, runs at one of the school's linked first schools

**Inspection grades: 1 is outstanding, 2 is good, 3 is satisfactory, and 4 is inadequate**

Please turn to the glossary for a description of the grades and inspection terms

## Inspection judgements

**Overall effectiveness: how good is the school?**

**4**

**The school's capacity for sustained improvement**

**4**

## Main findings

In accordance with section 13 (3) of the Education Act 2005, Her Majesty's Chief Inspector is of the opinion that this school requires special measures because it is failing to give its pupils an acceptable standard of education and the persons responsible for leading, managing or governing the school are not demonstrating the capacity to secure the necessary improvement.

The quality of education at Bradwell Village School is inconsistent and is inadequate overall. As a result of significant variations in teaching, which ranges from good to inadequate, pupils' progress is patchy. This situation is further compounded by a similar variation in the match of the curriculum to pupils' learning needs. As a result, although some pupils make satisfactory and even better progress, there is significant underachievement in parts of the school. At this point, about half way through the school year, many pupils in Year 3 have fallen behind considerably in relation to their starting points in the school. This is because expectations of the standards they are capable of attaining are too low. What pupils already know, understand and can do when they start in the school is not recognised and built upon. Underachievement persists in Year 4 because there is an absence of good provision to rectify pupils' unsatisfactory progress during their first year in the school. Furthermore, some inadequacies in teaching and the curriculum are also present in Year 4. In Year 5, some pupils make good gains and others make generally satisfactory progress. Provision in Year 6 is strong and does a good deal to push pupils on and ensure that attainment is broadly average when they leave the school. While the effect of the teaching in Year 6 is to satisfactorily prepare pupils for secondary education, not enough is done in each year within the school to get pupils ready to move to their next class.

Pupils told inspectors in discussions and in their responses to their questionnaire that they feel safe in school. A further good outcome of the school's provision is pupils' adoption of healthy lifestyles. Pupils make healthy choices about diet and are keen to exercise, reflecting the Healthy Schools status and Active Mark awarded to the school.

The school's progress with improvement since the last inspection has been inadequate. Main areas for development identified at that time, including the consistency of teaching quality and attainment in writing, remain major areas to improve. The school is not taking effective action to rectify weaknesses in teaching and the curriculum now.

Procedures for evaluating the school's work, including the impact of teaching and the curriculum on pupils' progress, are insufficiently rigorous and ineffective. As a result, the school's self-evaluation is wide of the mark. Class teachers and staff with responsibilities are not held properly accountable for pupils' progress. Governors are committed and supportive but do not provide senior leaders with constructive challenge. The school is

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unable to demonstrate that it has the necessary capacity to improve.

Teaching in Year 6 and some in Year 5 is closely matched to all pupils' needs, engaging them well in lessons. Teachers provide pupils with clear feedback about what they have done well and what they need to do next to improve their performance. These strengths in teaching are generally absent in the earlier years, resulting in insufficient account being taken of pupils' learning needs. Coverage of the curriculum for older pupils is secure and many good opportunities are provided for writing, in Year 6 in particular. The depth of coverage of the curriculum is too shallow lower down the school. Inadequate opportunities are provided for pupils to write at length. As a result, this is an area in which their progress is particularly weak and their attainment declines most significantly.

**What does the school need to do to improve further?**

- Improve the quality of teaching in order to raise pupils' achievement, particularly in Years 3 and 4, by
  - raising expectations of the standards all pupils are capable of attaining
  - ensuring that teaching is based on an accurate assessment of each pupil's performance and is closely matched to their learning needs
  - providing all pupils with clear feedback on what they are doing well and what they need to do to improve their performance.
- Ensure that the curriculum is covered in sufficient depth to challenge all pupils in all years at the right level and to give stimulating and purposeful opportunities for writing.
- Ensure that leaders and managers tackle weaknesses and drive improvement by
  - holding all leaders and class teachers firmly to account for pupils' learning and progress
  - rigorously evaluating the impact of provision, particularly teaching and the curriculum, on pupils' progress and taking swift action for improvement
  - developing governors' involvement in constructively challenging senior leaders

**Outcomes for individuals and groups of pupils****4**

Underachievement in the lower part of the school is evident among all ability groups, including the more able and those with special educational needs. Pupils' books show a marked deterioration in the quality and content of their writing and in handwriting and presentation, reflecting not only a lack of adequate achievement but also a lack of real motivation and enthusiasm.

Learning and progress in the lower part of the school are hindered when pupils persevere with their work although their misconceptions have not been corrected and also when they easily complete tasks that do not challenge them. In mathematics, for example, pupils sometimes spend time completing work that is at a lower level than that they have already completed. In contrast in Year 6, for example, pupils work with much

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motivation and learn at a good rate. This is evident, for instance, in all three Year 6 classes when pupils enthusiastically solve problems in mathematics lessons.

There are variations in other outcomes, not only in pupils' achievement and enjoyment of learning. In the later years, behaviour is good in lessons. Older pupils take responsibility for their learning and take care with the presentation of their work and their handwriting. Behaviour is also good when pupils of all ages are at play. However, it is usually only satisfactory in lessons in Years 3 and 4. Pupils follow instructions satisfactorily in Years 3 and 4 but there is restlessness and some lack of attention when the teaching does not engage or challenge pupils.

All in all, pupils contribute well to the school community. Older pupils conscientiously undertake a good level of responsibility, for example as 'Brad's Buddies' and peer mentors who support others and help to ensure good behaviour at break times. A positive contribution is made to the wider community, for example in raising funds for charities. Pupils' understanding of the diversity of modern multi-ethnic society is adequate but is not significantly developed by the curriculum. Although pupils do not get enough out of their four years in the school and lessons are not always fun, most enjoy being at school. Pupils in all year groups told inspectors how much they appreciate the wide range of clubs and the kindness and approachability of the adults.

*These are the grades for pupils' outcomes*

<b>Pupils' achievement and the extent to which they enjoy their learning</b>	<b>4</b>
Taking into account:	
Pupils' attainment <sup>1</sup>	3
The quality of pupils' learning and their progress	4
The quality of learning for pupils with special educational needs and/or disabilities and their progress	4
<b>The extent to which pupils feel safe</b>	<b>2</b>
<b>Pupils' behaviour</b>	<b>3</b>
<b>The extent to which pupils adopt healthy lifestyles</b>	<b>2</b>
<b>The extent to which pupils contribute to the school and wider community</b>	<b>2</b>
<b>The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being</b>	<b>4</b>
Taking into account:	
Pupils' attendance <sup>1</sup>	3
<b>The extent of pupils' spiritual, moral, social and cultural development</b>	<b>3</b>

<sup>1</sup> The grades for attainment and attendance are: 1 is high; 2 is above average; 3 is broadly average; and 4 is low.

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## How effective is the provision?

Teaching and the curriculum are inadequate because of substantial shortcomings particularly in Year 3 and also, to a lesser extent, in Year 4. The school sets its sights too low for pupils entering Year 3 and expectations are insufficiently high in Year 4. Writing tasks are often undemanding for pupils of all abilities, particularly in Year 3. Work in mathematics does not consistently build on what pupils already know, understand and can do in both years. Pupils' recorded work shows thin coverage of topics in other subjects such as science and geography, particularly in Year 3.

Use of assessment to meet pupils' needs in Year 3 is weak and, although relatively better in Year 4, is still not good enough. Marking is not developmental or diagnostic and quite a lot of work in subjects other than English and mathematics is unmarked. In both Year 3 and Year 4, there is sometimes a clear mismatch between learning objectives shared with pupils and the activities set for them to complete.

In contrast to the weaknesses in teaching and the curriculum in Years 3 and 4, the picture of provision in Year 5 is satisfactory overall with some that is good. In Year 6, provision is consistently good. Where teaching is good, there is effective use of assessment to meet pupils' needs and to engage pupils as partners with adults in taking responsibility for their learning. Teaching is focused on what pupils need to learn next and expectations of pupils are high.

Successful attention is given to the welfare of vulnerable pupils through the school's daily pastoral support and through the use of an independent welfare consultant to work with pupils and their parents. Pupils with social, emotional and behavioural difficulties are given satisfactory support during lessons, with examples of good support in the older year groups. However, arrangements for assessing pupils' attainment on entry are inadequate and contribute to low expectations.

*These are the grades for the quality of provision*

<b>The quality of teaching</b>	<b>4</b>
Taking into account: The use of assessment to support learning	4
<b>The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships</b>	<b>4</b>
<b>The effectiveness of care, guidance and support</b>	<b>3</b>

## How effective are leadership and management?

Safeguarding of pupils is given a high priority. Careful attention is given to pupils' safety on the school premises and during visits off site. Community cohesion is promoted satisfactorily. The school is a cohesive community and it succeeds in making pupils aware of the needs of others, such as elderly people living in the area.

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Procedures for evaluating the impact of teaching and the curriculum on pupils' learning are not rigorous and this has led to inadequate improvement since the last inspection. While lesson observations are undertaken, the records of these show that there is not a sharp enough focus on evaluating the quality of learning that results from the teaching. Pupils' books are not scrutinised to see how well pupils' learning is supported day by day and to evaluate the effectiveness of teaching over time. As a result, the school had not identified the underachievement clearly evident in pupils' work. Because the school has not evaluated its effectiveness thoroughly, it is not focused on rectifying the most significant weaknesses. While leaders take the necessary steps to tackle discrimination, the variation in progress made by different groups of pupils means that the school does not promote equality of opportunity effectively.

Staff with key responsibilities, such as subject leaders and year leaders, as well as class teachers, have not all recognised the extent to which they are accountable for pupils' progress. The governing body, while committed and visible within the school, is not challenging the school to identify and tackle weaknesses robustly. All in all, leadership at all levels is not embedding ambition and driving improvement.

*These are the grades for leadership and management*

<b>The effectiveness of leadership and management in embedding ambition and driving improvement</b>	<b>4</b>
Taking into account: The leadership and management of teaching and learning	4
<b>The effectiveness of the governing body in challenging and supporting the school so that weaknesses are tackled decisively and statutory responsibilities met</b>	<b>4</b>
<b>The effectiveness of the school's engagement with parents and carers</b>	<b>3</b>
<b>The effectiveness of partnerships in promoting learning and well-being</b>	<b>3</b>
<b>The effectiveness with which the school promotes equality of opportunity and tackles discrimination</b>	<b>4</b>
<b>The effectiveness of safeguarding procedures</b>	<b>2</b>
<b>The effectiveness with which the school promotes community cohesion</b>	<b>3</b>
<b>The effectiveness with which the school deploys resources to achieve value for money</b>	<b>4</b>

**Views of parents and carers**

The proportion of parents who made their views known to inspectors is low. Although a few parents raised concerns about whether the school keeps their children safe, inspectors found that arrangements for safeguarding pupils are good. Inspectors looked at the amount and range of information provided for parents about their children's



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progress and found this to be satisfactory.

### Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradwell Village School to complete a questionnaire about their views of the school.

In the questionnaire, parents and carers were asked to record how strongly they agreed with 13 statements about the school.

The inspection team received 39 completed questionnaires by the end of the on-site inspection. In total, there are 241 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	17	44	17	44	5	12	0	0
The school keeps my child safe	18	46	17	44	4	10	0	0
The school informs me about my child's progress	17	44	16	41	5	12	1	3
My child is making enough progress at this school	17	44	18	46	2	5	2	5
The teaching is good at this school	18	46	17	44	3	7	1	3
The school helps me to support my child's learning	11	28	22	56	6	15	0	0
The school helps my child to have a healthy lifestyle	14	36	20	51	4	10	0	0
The school makes sure that my child is well prepared for the future (for example changing year group, changing school, and for children who are finishing school, entering further or higher education, or entering employment)	11	28	23	59	1	3	0	0
The school meets my child's particular needs	19	49	14	36	4	10	1	3
The school deals effectively with unacceptable behaviour	16	41	17	44	2	5	3	7
The school takes account of my suggestions and concerns	16	41	17	44	2	5	3	7
The school is led and managed effectively	20	51	13	33	4	10	2	5
Overall, I am happy with my child's experience at this school	19	49	15	38	2	5	8	3

The table above summarises the responses that parents and carers made to each statement. The percentages indicate the proportion of parents and carers giving that response out of the total number of completed questionnaires. Where one or more parents and carers chose not to answer a particular question, the percentages will not add up to 100%.

## Glossary

### What inspection judgements mean

Grade	Judgement	Description
Grade 1	Outstanding	These features are highly effective. An outstanding school provides exceptionally well for its pupils' needs.
Grade 2	Good	These are very positive features of a school. A school that is good is serving its pupils well.
Grade 3	Satisfactory	These features are of reasonable quality. A satisfactory school is providing adequately for its pupils.
Grade 4	Inadequate	These features are not of an acceptable standard. An inadequate school needs to make significant improvement in order to meet the needs of its pupils. Ofsted inspectors will make further visits until it improves.

### Overall effectiveness of schools inspected between September 2007 and July 2008

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	39	58	3	0
Primary schools	13	50	33	4
Secondary schools	17	40	34	9
Sixth forms	18	43	37	2
Special schools	26	54	18	2
Pupil referral units	7	55	30	7
All schools	15	49	32	5

New school inspection arrangements were introduced on 1 September 2009. This means that inspectors now make some additional judgements that were not made previously.

The data in the table above were reported in The Annual Report of Her Majesty's Chief Inspector of Education, Children's Services and Skills 2007/08.

Percentages are rounded and do not always add exactly to 100. Secondary school figures include those that have sixth forms, and sixth form figures include only the data specifically for sixth form inspection judgements.

## Common terminology used by inspectors

Achievement:	the progress and success of a pupil in their learning, development or training.
Attainment:	the standard of the pupils' work shown by test and examination results and in lessons.
Capacity to improve:	the proven ability of the school to continue improving. Inspectors base this judgement on what the school has accomplished so far and on the quality of its systems to maintain improvement.
Leadership and management:	the contribution of all the staff with responsibilities, not just the headteacher, to identifying priorities, directing and motivating staff and running the school.
Learning:	how well pupils acquire knowledge, develop their understanding, learn and practise skills and are developing their competence as learners.
Overall effectiveness:	<p>inspectors form a judgement on a school's overall effectiveness based on the findings from their inspection of the school. The following judgements, in particular, influence what the overall effectiveness judgement will be.</p> <ul style="list-style-type: none"><li>■ The school's capacity for sustained improvement.</li><li>■ Outcomes for individuals and groups of pupils.</li><li>■ The quality of teaching.</li><li>■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.</li><li>■ The effectiveness of care, guidance and support.</li></ul>
Progress:	the rate at which pupils are learning in lessons and over longer periods of time. It is often measured by comparing the pupils' attainment at the end of a key stage with their attainment when they started.

**This letter is provided for the school, parents and carers to share with their children. It describes Ofsted's main findings from the inspection of their school.**



11 February 2010

Dear Pupils

Inspection of Bradwell Village School, Milton Keynes MK13 9AZ

Thank you for helping us when we visited your school. You were welcoming and friendly. Those of you in Years 5 and 6 in particular make a good contribution to the school community. Your school keeps you safe and helps you to be healthy. It provides you with a good range of clubs.

We found a lot of variation in how well your school helps you to learn and progress. This is because teaching and the curriculum vary in quality in different year groups and classes. To help you all to do well enough, we have asked the school to do these things for all of you. It already does them for some of you.

- Make sure that teaching is at the right level for each of you.
- Give you clear feedback on how well you are doing and on what you need to do next to help you improve your work.
- Make sure that all the subjects are covered in enough depth and give you good opportunities to develop your writing.

We have also asked all the adults to check up on how well they are helping you to learn so that they can make improvements quickly when necessary. At the moment, the school is not doing enough to put right the things that need improving. As a result, we have said that it needs 'special measures'. This means that it will be given extra help and other inspectors will visit to see how it is getting on.

You can help by always doing your best. Please tell your teacher if work is too easy or too difficult for you. Thank you again for your help.

Yours sincerely

Alison Grainger

Lead inspector

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