

Bradshaw Community Primary School

Inspection report

Unique Reference Number	110989
Local Authority	Warrington
Inspection number	337606
Inspection dates	25–26 May 2010
Reporting inspector	Clare Henderson

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

Type of school	Primary
School category	Community
Age range of pupils	4–11
Gender of pupils	Mixed
Number of pupils on the school roll	164
Appropriate authority	The governing body
Chair	Mrs Abigail Smith
Headteacher	Mr Stephen Plant
Date of previous school inspection	29 January 2007
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Introduction

This inspection was carried out by three additional inspectors. The inspectors observed 12 lessons taught by nine teachers. They held meetings with governors, staff, parents, carers and pupils. They observed the school's work and looked at documents relating to safeguarding, pupils' progress and attainment, the curriculum, the school's development plan and the way in which the school evaluates its own performance. The views of parents and carers, through 34 returned inspection questionnaires and the opinions of staff and pupils were analysed.

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

- pupils' attainment in mathematics and science, particularly for more-able pupils
- consistency in the quality of teaching, marking and in the use of target setting
- how safe pupils feel, the quality of their behaviour and their involvement in decision making in school
- successes of leaders and managers at all levels in addressing the issues raised at the last inspection.

Information about the school

This school is average in size. The proportion of pupils known to be eligible for a free school meal is below average. The percentage of pupils with special educational needs and/or disabilities is below average. The majority of pupils are of White British background. A few are from minority ethnic groups. The school has gained the National Healthy Schools, Activemark and Artsmark Bronze awards. Before- and after-school clubs operate within the school. This provision was subject to a separate inspection and a report about its quality can be found on the Ofsted website.

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?

2

The school's capacity for sustained improvement

3

Main findings

This is a good school which serves its local community well. An outstanding aspect is the high quality Early Years Foundation Stage provision. Pupils say they enjoy their learning, which is enriched well within the good curriculum. This is because sports, music and creative arts are given high profile. Comments such as, 'the school offers lots of new experiences' and 'children really look out for one another' reflect the positive views about the school of most parents and carers.

Children start school with skills which are generally in line with those expected. They make an outstanding start to their learning in the Reception class because of the excellent teaching they receive. Thereafter, pupils make good progress through Years 1 to 6 and attainment by the end of Year 6 is above average in English, mathematics and science. However, attainment has varied in recent years, particularly in mathematics and science for more-able pupils. This is because not all leaders make best use of assessment data to check that all pupils are set targets that challenge them to achieve their full potential in these subjects. All teachers do not consistently use marking to guide pupils in how to improve their work. Consequently, although in Years 1 to 6 pupils, including those with special educational needs and/or disabilities, make good progress, the more able could do better.

Pupils are provided with a good range of roles, such as playtime buddies and school councillors, which develop their leadership qualities effectively. Their spiritual, moral, social and cultural development is good overall, although their awareness of different ways of life in the diverse society in which they live is not developed well enough. A good partnership between home and school, coupled with pupils' above average attendance and good behaviour, contribute well to their enjoyment of school.

Leaders and managers including governors, evaluate the school's effectiveness satisfactorily. They identify strengths and weaknesses fairly accurately and plan appropriately for improvements. Since the last inspection, although the Early Years Foundation Stage has been transformed in its quality, there has been less improvement in the use leaders make of assessment in order to check all pupils achieve their full potential in mathematics and science. Consequently, the capacity for the school to sustain improvement is no better than satisfactory.

What does the school need to do to improve further?

- Raise pupils' attainment in mathematics and science in all classes, by ensuring that all leaders:

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- use assessment data half-termly to check that all pupils, in particular the more able, achieve their full potential
- rigorously check that marking of pupils' work is regular, and that it informs pupils clearly as to what they need to do to improve their work further.
- Extend community cohesion, by:
 - providing pupils with more opportunities to engage with pupils from different religious, ethnic and cultural backgrounds
 - monitoring the impact of these strategies on their attitudes.

Outcomes for individuals and groups of pupils

2

Achievement is good and pupils are enthusiastic and well motivated learners. In most lessons, pupils listen attentively and enjoy their learning. They collaborate with one another, sharing ideas readily. They achieve well when teachers expect much of them and set challenging targets for them to achieve. In such lessons, they are encouraged by their teachers' enthusiasm, clear explanations and use of searching questions. The school works effectively to support pupils with special educational needs and/or disabilities by providing work which matches their skills and understanding effectively. As a result, these pupils make similarly good progress to their classmates.

Pupils develop a good understanding of safety and their behaviour is good overall. They say the few incidents when pupils misbehave are quickly sorted out and that they could talk to any member of staff if they had a problem. Pupils explain well the value of adopting healthy lifestyles and the need for exercise, reflecting the Healthy School award the school has gained. They greatly value the responsibilities they have, for instance, as buddies and when Year 6 pupils take care of Reception children at playtime. Pupils' literacy, numeracy and information and communication technology (ICT) skills are secure and they use these to good effect to enhance learning in lessons. This prepares them well for the next stage in their school life.

These are the grades for pupils' outcomes

Pupils' achievement and the extent to which they enjoy their learning	2
Taking into account:	
Pupils' attainment ¹	2
The quality of pupils' learning and their progress	2
The quality of learning for pupils with special educational needs and/or disabilities and their progress	2

¹ 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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Please turn to the glossary for a description of the grades and inspection terms	
The extent to which pupils feel safe	2
Pupils' behaviour	2
The extent to which pupils adopt healthy lifestyles	2
The extent to which pupils contribute to the school and wider community	2
The extent to which pupils develop workplace and other skills that will contribute to their future economic well-being Taking into account: Pupils' attendance ¹	2
	2
The extent of pupils' spiritual, moral, social and cultural development	2

How effective is the provision?

In all lessons, the quality of relationships is good. Good learning is promoted in all subjects by pupils working independently, in pairs or in small groups. In the best lessons, detailed planning, which builds on what pupils already know, ensures that lesson activities are interesting and challenging. In such lessons, pupils' engagement in learning is good and they behave well. Teachers and teaching assistants manage pupils' behaviour and support their learning effectively. Pupils who need close supervision or additional help are well known and effective strategies to support them are included in lesson planning. Where assessment and marking is used well, teachers and their assistants develop a detailed picture of each pupil's progress. However, in a few lessons, tasks are not matched closely enough to pupils' abilities, work is not marked and consequently, their progress slows.

The curriculum is a well-considered response to pupils' needs. There is a strong focus on the arts, and provision for music and drama is a strength. High quality displays all around the school provide clear examples of the enjoyment such activities bring to the pupils. Literacy and numeracy skills are emphasised well and good extra support provided for pupils who find learning more difficult than most. Pupils' work is effectively developed around themes. These draw upon study in and around the locality which promotes good social and environmental learning. Personal, social and health education makes a good contribution to pupils' moral and social development. An excellent variety of clubs in and after-school are enjoyed by an extremely high proportion of pupils.

The good coordination of the care and support for pupils, especially those most vulnerable or those with special educational needs and/or disabilities, enables all pupils to achieve well. Links with parents and carers are good and they praise for instance, home learning projects and the 'stay and play' sessions.

These are the grades for the quality of provision

The quality of teaching	2
Taking into account: The use of assessment to support learning	3

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The extent to which the curriculum meets pupils' needs, including, where relevant, through partnerships	2
The effectiveness of care, guidance and support	2

How effective are leadership and management?

Overall leaders and managers are satisfactorily driving improvement and managing the quality of teaching and learning. Where leaders initiate appropriate interventions and support, based on the information gathered by regular checks on pupils' achievements, especially those of the more able, pupils' progress accelerates. However, not all leaders do this regularly or consistently. All staff are included in self-evaluation and improvement planning. A few of the issues raised at the last inspection, for instance, tracking pupils' progress in mathematics and science regularly and the consistent use of marking, remain to be fully addressed. Governors are supportive and keen to play their part in promoting improvement. They ensure that all safeguarding requirements are fully met and that pupils' safety has a high profile in all of the school's work. However, because a few governors are new to the role their ability to rigorously challenge the school's performance is at an early stage of development. The ethos established in the school is one of promoting equality for all. This is evident in the availability of curricular enrichment for different groups of pupils. However, more-able pupils do not always achieve as well as they could. Partnerships with other agencies are good, particularly in promoting pupils' well-being. The quality of community cohesion is good within the local community, and globally, through the link with a school in Spain. However, the school provides a limited range of opportunities for pupils to learn from a range of religious, ethnic and cultural backgrounds different to their own.

These are the grades for leadership and management

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

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The effectiveness with which the school deploys resources to achieve value for money	2

Early Years Foundation Stage

Children begin school with skills which are broadly in line with those expected at this age in most areas of learning. Outstanding links with parents and carers ensure that the children's passage into school is a smooth one. As one parent said, 'My child really loves both his teachers and loves school.' This view, reflected by many, confirms children get off to an excellent start in the Early Years Foundation Stage. Adults provide exemplary care and high quality teaching within exciting and stimulating indoor and outdoor environments. Children's smiling faces are testament to this. Learning through play is advanced at a rapid pace because adults capitalise on children's interests. For instance, children eagerly investigate which container will hold the most ugly-bug juice or are completely engrossed as they create a ladybird or other interesting mini-beast from stone. Such activities give children practical experiences, such as solving a mathematical problem. Consequently, they quickly become independent, creative and active learners. On entry, their understanding of letters and sounds is less and their writing skills lower, than in other areas of learning. Children's progress in these aspects moves forward at an excellent pace as a result of daily focused sessions. Progress is outstanding and, by the time they move to Year 1, most children are working within or exceeding the goals expected in all areas of learning. The Early Years Foundation Stage manager has an in-depth knowledge of how well children progress. Ongoing observations of children at play are collected by all adults. These are highly reflective and informative and used effectively to plan children's next steps in learning.

These are the grades for the Early Years Foundation Stage

Overall effectiveness of the Early Years Foundation Stage	1
Taking into account:	
Outcomes for children in the Early Years Foundation Stage	1
The quality of provision in the Early Years Foundation Stage	1
The effectiveness of leadership and management of the Early Years Foundation Stage	1

Views of parents and carers

The 34 parents and carers who replied to the questionnaire overwhelmingly agree that their children enjoy school. Most say that the school keeps their children safe and that they are content with the education and care their children receive. A few feel that their views are not taken into account, unacceptable behaviour is not dealt with effectively and that leadership of the school is not as strong as it could be. Evidence indicates that parents' and carers' individual concerns are responded to appropriately and that

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behaviour observed during the inspection was good. The inspection found that leadership has several strengths. Inspection evidence confirms the positive responses which most parents and carers submitted about all aspects of the school's work.

Responses from parents and carers to Ofsted's questionnaire

Ofsted invited all the registered parents and carers of pupils registered at Bradshaw Community Primary 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 34 completed questionnaires by the end of the on-site inspection. In total, there are 164 pupils registered at the school.

Statements	Strongly Agree		Agree		Disagree		Strongly disagree	
	Total	%	Total	%	Total	%	Total	%
My child enjoys school	32	70	14	30	0	0	0	0
The school keeps my child safe	32	70	11	24	2	4	0	0
The school informs me about my child's progress	22	48	22	48	2	4	0	0
My child is making enough progress at this school	25	54	18	39	3	7	0	0
The teaching is good at this school	28	61	15	33	2	4	0	0
The school helps me to support my child's learning	24	52	19	41	1	2	0	0
The school helps my child to have a healthy lifestyle	20	43	24	52	2	4	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)	24	52	20	43	1	2	0	0
The school meets my child's particular needs	26	57	17	37	1	2	0	0
The school deals effectively with unacceptable behaviour	20	43	23	50	2	4	0	0
The school takes account of my suggestions and concerns	22	48	22	48	1	2	1	2
The school is led and managed effectively	21	46	19	41	2	4	1	2
Overall, I am happy with my child's experience at this school	25	54	18	39	2	4	0	0

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

Type of school	Overall effectiveness judgement (percentage of schools)			
	Outstanding	Good	Satisfactory	Inadequate
Nursery schools	51	45	0	4
Primary schools	6	41	42	10
Secondary schools	8	34	44	14
Sixth forms	10	37	50	3
Special schools	32	38	25	5
Pupil referral units	12	43	31	14
All schools	9	40	40	10

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 is for the period 1 September to 31 December 2009 and is the most recently published data available (see www.ofsted.gov.uk). Please note that the sample of schools inspected during the autumn term 2009 was not representative of all schools nationally, as weaker schools are inspected more frequently than good or outstanding schools.

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">■ The school's capacity for sustained improvement.■ Outcomes for individuals and groups of pupils.■ The quality of teaching.■ The extent to which the curriculum meets pupil's needs, including where relevant, through partnerships.■ The effectiveness of care, guidance and support.
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.



27 May 2010

Dear Pupils

Inspection of Bradshaw Community Primary School, Warrington, WA4 2QN

I would like to thank you for helping the team when we inspected your school. I especially enjoyed chatting to the children in the Reception class as they investigated which container would hold the most ugly-bug juice. Now I would like to share with you what the inspectors found out about your school. Yours is a good school. Some of the best things about it are:

- you have lots of fun, enjoy learning and make rapid progress whilst you play in the Reception class
- all adults take good care of you and you told us that you feel safe in school
- you are making good progress and reach above average standards in English, mathematics and science by the time you leave Year 6
- you behave well and have a good knowledge of how to lead a healthy life.

To make the school even better, I have asked your headteacher and teachers to:

- check that each one of you and, in particular, those who find learning easier than most, are given work which will enable you to achieve as well as you can
- check closely that your work is always marked and that it clearly tells you how you can improve further
- give you more opportunities to learn about the lives, values, customs and beliefs of communities in other parts of the United Kingdom.

You can all help by always trying your very best and letting teachers know if your work is too easy or too hard.

Yours sincerely

Mrs Clare Henderson

Lead Inspector

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